

ACCREDITED



2019-20 ANNUAL REPORT

PASADENA INDEPENDENT SCHOOL DISTRICT

JANUARY 2021



2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

District Number: **101917**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

Needs Intervention

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

Texas Education Agency

Texas Academic Performance Report

2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas
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		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%

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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%
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%

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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%
	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%

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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%
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%

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		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	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%
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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		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 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
County Name: HARRIS
District Number: 101917

Texas Education Agency

Texas Academic Performance Report

2019-20 District Progress

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		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	62	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	82	84	87	86	87	82	*	91	*	83	81	83	87	86	86	88
	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
County Name: HARRIS
District Number: 101917

Texas Education Agency
Texas Academic Performance Report
2019-20 District Prior Year and Student Success Initiative

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Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		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
 County Name: HARRIS
 District Number: 101917

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Bilingual Education/English as a Second Language

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Bilingual Education/English as a Second Language

(Current EL Students)

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		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	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%
	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

County Name: HARRIS

District Number: 101917

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Participation

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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)
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%

Texas Education Agency

Texas Academic Performance Report

2019-20 District Attendance, Graduation, and Dropout Rates

District Name: PASADENA ISD

County Name: HARRIS

District Number: 101917

	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													
2018-19	95.4%	95.5%	94.4%	93.5%	94.4%	93.7%	89.4%	97.6%	96.2%	93.8%	92.7%	94.2%	95.3%
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%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.6%	0.1%	0.0%	0.1%	0.4%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.2%
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%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	2.0%	1.7%	2.4%	1.7%	2.7%	0.0%	0.3%	0.0%	1.8%	2.2%	1.9%	3.4%
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%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	89.0%	90.4%	88.5%	90.5%	87.6%	100.0%	95.6%	*	88.9%	81.5%	89.8%	82.9%
Received TxCHSE	0.5%	0.4%	0.3%	0.7%	0.2%	0.5%	0.0%	0.7%	*	3.7%	0.0%	0.2%	0.2%
Continued HS	3.7%	3.7%	2.9%	1.9%	3.1%	3.3%	0.0%	1.5%	*	3.7%	7.7%	2.8%	3.3%
Dropped Out	5.9%	6.9%	6.4%	8.9%	6.3%	8.6%	0.0%	2.2%	*	3.7%	10.8%	7.1%	13.6%
Graduates and TxCHSE	90.4%	89.5%	90.7%	89.3%	90.7%	88.0%	100.0%	96.3%	*	92.6%	81.5%	90.0%	83.1%
Graduates, TxCHSE, and Continuers	94.1%	93.1%	93.6%	91.1%	93.7%	91.4%	100.0%	97.8%	*	96.3%	89.2%	92.9%	86.4%
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%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	91.3%	92.5%	91.8%	92.5%	90.7%	87.5%	98.7%	*	84.6%	86.4%	92.8%	82.3%
Received TxCHSE	0.6%	0.6%	0.5%	0.6%	0.4%	1.8%	12.5%	0.7%	*	0.0%	0.0%	0.4%	0.0%
Continued HS	1.1%	1.1%	0.3%	0.0%	0.3%	0.4%	0.0%	0.0%	*	0.0%	1.4%	0.2%	0.3%
Dropped Out	6.1%	7.0%	6.7%	7.6%	6.8%	7.1%	0.0%	0.7%	*	15.4%	12.2%	6.6%	17.4%
Graduates and TxCHSE	92.8%	91.9%	93.0%	92.4%	92.9%	92.4%	100.0%	99.3%	*	84.6%	86.4%	93.3%	82.3%
Graduates, TxCHSE, and Continuers	93.9%	93.0%	93.3%	92.4%	93.2%	92.9%	100.0%	99.3%	*	84.6%	87.8%	93.4%	82.6%
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%
6-Year Extended Longitudinal Rate (Gr 9-12)													

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)
Class of 2017													
Graduated	92.4%	91.5%	92.4%	90.2%	92.8%	88.3%	*	97.0%	*	86.7%	86.5%	92.4%	82.2%
Received TxCHSE	0.7%	0.8%	0.7%	1.0%	0.5%	2.3%	*	0.0%	*	6.7%	0.8%	0.7%	0.4%
Continued HS	0.6%	0.6%	0.1%	0.0%	0.1%	0.0%	*	0.0%	*	0.0%	0.4%	0.0%	0.0%
Dropped Out	6.3%	7.1%	6.8%	8.8%	6.5%	9.4%	*	3.0%	*	6.7%	12.2%	6.9%	17.4%
Graduates and TxCHSE	93.2%	92.3%	93.2%	91.2%	93.4%	90.6%	*	97.0%	*	93.3%	87.3%	93.1%	82.6%
Graduates, TxCHSE, and Continuers	93.7%	92.9%	93.2%	91.2%	93.5%	90.6%	*	97.0%	*	93.3%	87.8%	93.1%	82.6%
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%
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%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.0%	89.2%	87.6%	89.3%	85.6%	100.0%	95.6%	*	88.9%	75.8%	88.8%	82.0%
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%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	76.5%	80.0%	-	*	-	-	*	-	-	-	80.0%	*
Class of 2018	68.5%	71.3%	59.3%	*	52.6%	*	*	*	-	-	*	61.9%	60.0%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	5.0%	0.9%	1.3%	0.9%	1.1%	0.0%	0.0%	*	0.0%	8.5%	1.0%	1.1%
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%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	81.1%	79.4%	70.3%	79.2%	81.5%	60.0%	97.6%	*	87.5%	32.1%	78.2%	71.0%
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%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	86.1%	80.3%	71.5%	80.1%	82.6%	60.0%	97.7%	*	87.5%	40.6%	79.2%	72.4%
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%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	27.5%	2.7%	*	3.7%	0.0%	-	*	-	-	0.0%	0.0%	-
2017-18	37.7%	27.5%	7.8%	0.0%	6.6%	0.0%	-	*	-	*	5.3%	5.5%	12.5%
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	5.0%	1.0%	1.2%	1.0%	1.6%	0.0%	0.0%	*	0.0%	8.0%	1.0%	1.1%
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%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	79.6%	76.7%	67.2%	76.6%	78.7%	50.0%	91.7%	*	84.6%	30.6%	75.2%	67.5%
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%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

Texas Education Agency
Texas Academic Performance Report
2019-20 District Attendance, Graduation, and Dropout Rates

District Name: PASADENA ISD

County Name: HARRIS

District Number: 101917

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	84.1%	76.8%	67.6%	76.9%	78.2%	50.0%	90.3%	*	84.6%	37.1%	75.7%	68.6%
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%

District Name: PASADENA ISD

County Name: HARRIS

District Number: 101917

Texas Education Agency
Texas Academic Performance Report
2019-20 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	3,595	100.0%	355,615	100.0%
By Ethnicity:				
African American	253	7.0%	43,953	12.4%
Hispanic	2,975	82.8%	180,673	50.8%
White	198	5.5%	105,577	29.7%
American Indian	6	0.2%	1,293	0.4%
Asian	135	3.8%	16,564	4.7%
Pacific Islander	2	0.1%	537	0.2%
Two or More Races	26	0.7%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	36	1.0%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	1	0.0%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	827	23.0%	51,579	14.5%
Foundation H.S. Program (Endorsement)	34	0.9%	15,160	4.3%
Foundation H.S. Program (DLA)	2,697	75.0%	285,538	80.3%
Special Education Graduates	339	9.4%	27,598	7.8%
Economically Disadvantaged Graduates	2,604	72.4%	186,364	52.4%
LEP Graduates	374	10.4%	25,189	7.1%
At-Risk Graduates	2,049	57.0%	146,432	41.2%

Texas Education Agency

Texas Academic Performance Report

2019-20 District College, Career, and Military Readiness (CCMR)

District Name: PASADENA ISD

County Name: HARRIS

District Number: 101917

	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)													
2018-19	72.9%	72.0%	65.1%	51.2%	64.8%	71.5%	75.0%	86.7%	*	73.1%	79.1%	63.5%	50.9%
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)													
2018-19	53.0%	53.2%	45.6%	28.1%	45.2%	49.5%	66.7%	77.8%	*	57.7%	5.9%	43.9%	27.0%
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													
2018-19	60.7%	60.9%	55.9%	46.2%	54.7%	69.2%	66.7%	77.0%	*	76.9%	10.0%	54.0%	19.5%
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													
2018-19	48.6%	51.4%	45.1%	30.8%	43.7%	53.5%	66.7%	85.9%	*	57.7%	10.9%	42.9%	25.4%
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													
2018-19	44.2%	45.3%	38.7%	26.1%	37.2%	49.0%	66.7%	74.1%	*	57.7%	4.7%	36.7%	11.0%
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													
2018-19	23.1%	20.2%	11.4%	6.7%	11.4%	11.6%	0.0%	20.0%	*	7.7%	1.2%	10.2%	1.3%
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%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	24.3%	19.6%	5.5%	19.4%	19.7%	33.3%	47.4%	*	30.8%	1.5%	19.3%	17.4%
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%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.7%	1.5%	0.8%	1.6%	1.5%	0.0%	0.0%	*	0.0%	0.3%	1.5%	0.3%
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%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
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)													
2018-19	40.4%	37.1%	33.5%	31.0%	33.7%	36.6%	16.7%	31.5%	*	25.0%	78.2%	33.5%	28.1%
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%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	9.9%	4.6%	1.6%	5.0%	3.0%	0.0%	5.2%	*	0.0%	1.8%	4.9%	2.1%
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%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency

Texas Academic Performance Report

2019-20 District College, Career, and Military Readiness (CCMR)

District Name: PASADENA ISD

County Name: HARRIS

District Number: 101917

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.4%	5.0%	7.9%	4.7%	7.6%	0.0%	3.7%	*	0.0%	46.3%	4.5%	7.2%
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%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	50.6%	47.0%	37.5%	48.1%	42.9%	33.3%	48.9%	*	42.3%	38.9%	48.4%	38.0%
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%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	1.9%	1.6%	1.8%	4.5%	0.0%	0.0%	*	3.8%	0.3%	1.8%	0.0%
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%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.3%	3.1%	4.3%	3.0%	4.5%	0.0%	0.7%	*	0.0%	32.7%	2.9%	4.3%
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)													
2018-19	0.6%	0.4%	0.4%	0.4%	0.4%	0.5%	0.0%	0.0%	*	0.0%	0.6%	0.5%	0.3%
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%

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: PASADENA ISD

County Name: HARRIS

District Number: 101917

	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													
2018-19	33.4%	25.3%	24.3%	18.6%	24.9%	29.3%	66.7%	11.9%	*	30.8%	5.9%	23.4%	6.4%
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%
Mathematics													
2018-19	24.7%	20.6%	24.1%	15.4%	24.9%	23.7%	66.7%	22.2%	*	23.1%	5.3%	23.3%	8.8%
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%
Both Subjects													
2018-19	18.8%	13.3%	14.0%	8.3%	14.4%	16.7%	66.7%	6.7%	*	23.1%	2.7%	13.6%	1.9%
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%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	53.8%	50.6%	41.1%	51.9%	45.5%	33.3%	49.6%	*	46.2%	43.7%	52.0%	43.9%
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%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	4.2%	8.0%	5.5%	8.7%	8.1%	0.0%	0.0%	*	0.0%	1.5%	8.8%	9.4%
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%
Mathematics													
2018-19	7.3%	8.5%	5.7%	5.1%	6.0%	6.6%	0.0%	0.7%	*	3.8%	4.4%	5.9%	13.4%
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%
Both Subjects													
2018-19	2.6%	1.7%	2.3%	1.2%	2.4%	3.0%	0.0%	0.0%	*	0.0%	0.3%	2.5%	5.1%
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%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	27.4%	24.4%	13.2%	23.9%	22.2%	6.7%	59.1%	*	40.0%	n/a	23.1%	n/a
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
English Language Arts													
2019	14.5%	15.1%	13.8%	10.1%	12.8%	15.7%	6.7%	38.4%	*	26.7%	n/a	12.4%	n/a
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
Mathematics													
2019	7.4%	8.1%	6.9%	2.6%	6.1%	6.0%	0.0%	33.0%	*	20.0%	n/a	6.4%	n/a
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
Science													
2019	10.4%	11.4%	12.8%	4.1%	12.4%	10.8%	0.0%	43.5%	*	20.0%	n/a	12.4%	n/a
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
Social Studies													
2019	13.9%	15.8%	11.5%	5.8%	10.7%	12.3%	6.7%	38.4%	*	24.4%	n/a	10.7%	n/a
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
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	53.9%	40.4%	33.8%	37.6%	45.7%	*	64.4%	*	61.1%	n/a	39.8%	n/a
2018	50.7%	53.3%	37.0%	25.6%	34.1%	53.1%	*	60.8%	*	46.7%	n/a	36.3%	n/a
English Language Arts													
2019	41.2%	43.1%	21.5%	25.9%	17.0%	41.5%	*	38.7%	*	50.0%	n/a	19.3%	n/a
2018	42.5%	44.3%	18.5%	12.3%	14.7%	36.8%	-	44.5%	*	30.8%	n/a	17.5%	n/a

District Name: PASADENA ISD

County Name: HARRIS

District Number: 101917

Texas Education Agency
Texas Academic Performance Report
2019-20 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)
Mathematics													
2019	52.2%	54.9%	50.1%	57.1%	45.8%	60.0%	-	62.6%	*	77.8%	n/a	48.5%	n/a
2018	52.8%	54.5%	42.4%	40.9%	37.9%	53.7%	*	57.3%	-	80.0%	n/a	42.6%	n/a
Science													
2019	40.6%	43.7%	20.9%	13.6%	15.3%	37.8%	-	50.8%	*	44.4%	n/a	18.1%	n/a
2018	38.0%	41.1%	18.0%	23.8%	14.4%	25.4%	*	37.0%	*	22.2%	n/a	15.8%	n/a
Social Studies													
2019	46.3%	52.0%	28.3%	29.0%	24.3%	35.3%	*	49.1%	-	45.5%	n/a	25.9%	n/a
2018	44.6%	49.2%	26.9%	24.3%	23.1%	42.1%	*	46.8%	*	45.5%	n/a	25.8%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	82.1%	90.8%	92.9%	90.2%	92.4%	100.0%	96.3%	*	92.3%	n/a	90.3%	n/a
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
At/Above Criterion for All													
Examinees													
2018-19	36.1%	37.4%	23.6%	12.3%	21.4%	37.7%	16.7%	63.8%	*	41.7%	n/a	21.7%	n/a
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													
2018-19	1027	1028	934	875	924	998	865	1121	*	1065	n/a	923	n/a
2017-18	1036	1038	1013	958	1003	1112	*	1119	*	1088	n/a	1000	n/a
English Language Arts and Writing													
2018-19	517	515	465	442	461	501	430	539	*	532	n/a	460	n/a
2017-18	521	520	506	483	501	559	*	540	*	543	n/a	499	n/a
Mathematics													
2018-19	510	513	468	433	463	497	435	582	*	534	n/a	463	n/a
2017-18	515	518	507	474	501	552	*	579	*	545	n/a	501	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.1	19.7	16.8	19.3	23.0	*	23.9	*	25.0	n/a	19.6	n/a
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													
2018-19	20.3	20.8	19.1	15.9	18.7	23.0	*	23.1	*	25.0	n/a	18.9	n/a
2017-18	20.3	20.8	20.0	18.7	19.5	21.4	-	23.3	-	*	n/a	20.0	n/a
Mathematics													
2018-19	20.4	21.0	19.9	17.4	19.4	22.8	*	24.1	*	24.6	n/a	19.7	n/a
2017-18	20.6	21.2	20.6	18.7	20.2	21.1	-	23.9	-	*	n/a	20.5	n/a
Science													
2018-19	20.8	21.2	20.2	17.5	19.8	22.4	*	24.3	*	24.4	n/a	20.1	n/a
2017-18	20.9	21.4	20.8	19.7	20.4	21.6	-	23.5	-	*	n/a	20.8	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District Other Postsecondary Indicators

District Name: PASADENA ISD

County Name: HARRIS

District Number: 101917

	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													
2018-19	44.6%	44.2%	39.1%	26.8%	39.2%	37.3%	18.5%	65.9%	80.0%	45.9%	8.5%	38.3%	25.7%
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%
English Language Arts													
2018-19	17.8%	18.5%	17.3%	11.6%	17.3%	16.6%	4.0%	31.1%	60.0%	19.6%	2.7%	16.9%	11.8%
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%
Mathematics													
2018-19	20.4%	19.8%	17.0%	10.4%	16.8%	16.0%	7.7%	33.0%	60.0%	24.7%	1.4%	16.3%	4.7%
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%
Science													
2018-19	21.7%	20.0%	12.7%	5.4%	12.7%	12.7%	4.0%	28.6%	20.0%	14.7%	2.3%	12.4%	2.9%
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%
Social Studies													
2018-19	23.6%	22.7%	17.2%	11.0%	16.2%	18.9%	7.7%	49.5%	20.0%	27.7%	0.6%	16.0%	1.5%
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%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	54.7%	52.3%	49.5%	51.3%	45.2%	60.0%	87.3%	*	59.1%	26.2%	50.3%	32.2%
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%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	63.3%	54.4%	37.8%	52.8%	77.8%	*	73.6%	*	69.2%	11.8%	51.6%	14.2%
2016-17	59.2%	60.5%	52.8%	46.6%	50.6%	66.9%	-	74.5%	*	50.0%	7.7%	50.4%	11.9%

District Name: PASADENA ISD

County Name: HARRIS

District Number: 101917

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	52,792	100.0%	5,479,173	100.0%	52,878	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	240	0.5%	16,848	0.3%	282	0.5%	25,883	0.5%
Pre-Kindergarten	2,417	4.6%	248,413	4.5%	2,417	4.6%	249,226	4.5%
Kindergarten	3,263	6.2%	383,585	7.0%	3,264	6.2%	384,114	7.0%
Grade 1	3,715	7.0%	391,175	7.1%	3,716	7.0%	391,449	7.1%
Grade 2	3,601	6.8%	388,370	7.1%	3,604	6.8%	388,675	7.1%
Grade 3	3,681	7.0%	391,565	7.1%	3,681	7.0%	391,795	7.1%
Grade 4	3,737	7.1%	399,883	7.3%	3,740	7.1%	400,111	7.3%
Grade 5	4,022	7.6%	417,272	7.6%	4,024	7.6%	417,444	7.6%
Grade 6	4,023	7.6%	422,605	7.7%	4,024	7.6%	422,740	7.7%
Grade 7	4,131	7.8%	423,421	7.7%	4,132	7.8%	423,545	7.7%
Grade 8	3,858	7.3%	411,170	7.5%	3,860	7.3%	411,272	7.5%
Grade 9	4,376	8.3%	448,929	8.2%	4,377	8.3%	449,122	8.2%
Grade 10	4,073	7.7%	406,785	7.4%	4,073	7.7%	407,044	7.4%
Grade 11	3,917	7.4%	376,894	6.9%	3,917	7.4%	377,208	6.9%
Grade 12	3,738	7.1%	352,258	6.4%	3,767	7.1%	354,312	6.4%
Ethnic Distribution:								
African American	3,909	7.4%	691,582	12.6%	3,914	7.4%	692,925	12.6%
Hispanic	43,969	83.3%	2,892,928	52.8%	44,037	83.3%	2,899,504	52.8%
White	2,887	5.5%	1,477,699	27.0%	2,899	5.5%	1,483,688	27.0%
American Indian	63	0.1%	19,999	0.4%	63	0.1%	20,062	0.4%
Asian	1,572	3.0%	250,065	4.6%	1,572	3.0%	250,463	4.6%
Pacific Islander	49	0.1%	8,466	0.2%	49	0.1%	8,481	0.2%
Two or More Races	343	0.6%	138,434	2.5%	344	0.7%	138,817	2.5%
Sex:								
Female	25,543	48.4%	2,673,270	48.8%	25,573	48.4%	2,678,619	48.8%
Male	27,249	51.6%	2,805,903	51.2%	27,305	51.6%	2,815,321	51.2%
Economically Disadvantaged	41,594	78.8%	3,303,974	60.3%	41,623	78.7%	3,309,610	60.2%
Non-Educationally Disadvantaged	11,198	21.2%	2,175,199	39.7%	11,255	21.3%	2,184,330	39.8%
Section 504 Students	3,026	5.7%	376,734	6.9%	3,026	5.7%	376,956	6.9%
English Learners (EL)	15,335	29.0%	1,112,674	20.3%	15,335	29.0%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	911	1.6%	82,551	1.5%				
Students w/ Dyslexia	2,283	4.3%	224,619	4.1%	2,283	4.3%	224,741	4.1%
Foster Care	59	0.1%	17,393	0.3%	60	0.1%	17,451	0.3%
Homeless	633	1.2%	78,178	1.4%	634	1.2%	78,296	1.4%
Immigrant	1,480	2.8%	126,747	2.3%	1,480	2.8%	126,858	2.3%
Migrant	118	0.2%	18,888	0.3%	118	0.2%	18,992	0.3%
Title I	36,498	69.1%	3,568,526	65.1%	36,554	69.1%	3,576,850	65.1%
Military Connected	28	0.1%	105,751	1.9%	28	0.1%	105,787	1.9%
At-Risk	31,119	58.9%	2,773,390	50.6%	31,144	58.9%	2,776,481	50.5%

District Name: PASADENA ISD

County Name: HARRIS

District Number: 101917

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students by Instructional Program:								
Bilingual/ESL Education	14,441	27.4%	1,128,904	20.6%	14,441	27.3%	1,129,558	20.6%
Career & Technical Education	10,807	20.5%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	5,838	36.3%	805,496	50.8%	5,844	36.2%	806,117	50.8%
Gifted & Talented Education	2,848	5.4%	444,125	8.1%	2,848	5.4%	444,196	8.1%
Special Education	6,015	11.4%	577,868	10.5%	6,095	11.5%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	6,015		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	2,663	44.3%	245,216	42.4%				
Students with Physical Disabilities	1,052	17.5%	123,847	21.4%				
Students with Autism	1,242	20.6%	79,952	13.8%				
Students with Behavioral Disabilities	972	16.2%	120,042	20.8%				
Students with Non-Categorical Early Childhood	86	1.4%	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	8,490	16.3%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.2%	1.6%	0.0%	5.5%
Grade 1	8.7%	2.9%	7.5%	4.9%
Grade 2	5.6%	1.6%	2.6%	2.0%
Grade 3	2.9%	0.9%	0.8%	0.8%
Grade 4	0.3%	0.5%	0.0%	0.4%
Grade 5	0.2%	0.4%	0.0%	0.5%
Grade 6	0.1%	0.4%	0.0%	0.5%
Grade 7	0.6%	0.5%	0.5%	0.6%
Grade 8	0.3%	0.4%	0.2%	0.6%
Grade 9	4.8%	7.8%	7.1%	13.1%

	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	46	0.2%	5,686	0.2%

District Name: PASADENA ISD

County Name: HARRIS

District Number: 101917

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	17.5	19.0
Grade 1	18.4	18.9
Grade 2	17.9	18.8
Grade 3	16.8	19.0
Grade 4	17.3	19.2
Grade 5	18.7	20.9
Grade 6	19.3	20.4
Secondary:		
English/Language Arts	14.9	16.4
Foreign Languages	19.1	18.7
Mathematics	16.1	17.8
Science	16.9	18.8
Social Studies	15.7	19.3

District Name: PASADENA ISD

County Name: HARRIS

District Number: 101917

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	8,313.1	100.0%	734,726.4	100.0%
Professional Staff:	4,830.1	58.1%	468,132.4	63.7%
Teachers	3,736.0	44.9%	363,121.3	49.4%
Professional Support	815.7	9.8%	74,698.8	10.2%
Campus Administration (School Leadership)	195.3	2.3%	21,960.1	3.0%
Central Administration	83.0	1.0%	8,352.3	1.1%
Educational Aides:	1,059.1	12.7%	78,096.8	10.6%
Auxiliary Staff:	2,424.0	29.2%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	61.0	n/a	4,373.0	n/a
Part-time	9.0	n/a	595.0	n/a
Counselors				
Full-time	116.0	n/a	12,901.0	n/a
Part-time	13.0	n/a	1,103.0	n/a
Total Minority Staff:	5,262.5	63.3%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	368.4	9.9%	39,132.5	10.8%
Hispanic	1,369.1	36.6%	102,099.7	28.1%
White	1,840.3	49.3%	209,453.0	57.7%
American Indian	6.0	0.2%	1,239.6	0.3%
Asian	116.2	3.1%	6,393.2	1.8%
Pacific Islander	0.0	0.0%	638.2	0.2%
Two or More Races	36.0	1.0%	4,165.2	1.1%
Males	913.8	24.5%	86,302.4	23.8%
Females	2,822.2	75.5%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	28.3	0.8%	4,859.9	1.3%
Bachelors	2,831.5	75.8%	266,596.3	73.4%
Masters	836.1	22.4%	89,088.4	24.5%
Doctorate	40.0	1.1%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	207.4	5.6%	26,878.7	7.4%
1-5 Years Experience	1,215.8	32.5%	101,305.8	27.9%
6-10 Years Experience	838.0	22.4%	70,305.4	19.4%
11-20 Years Experience	1,043.0	27.9%	106,767.7	29.4%
Over 20 Years Experience	431.8	11.6%	57,863.9	15.9%
Number of Students per Teacher	14.1	n/a	15.1	n/a

District Name: PASADENA ISD

County Name: HARRIS

District Number: 101917

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	7.8	6.2
Average Years Experience of Principals with District	7.5	5.3
Average Years Experience of Assistant Principals	6.9	5.3
Average Years Experience of Assistant Principals with District	6.6	4.7
Average Years Experience of Teachers:	9.9	11.1
Average Years Experience of Teachers with District:	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$55,037	\$49,868
1-5 Years Experience	\$57,238	\$52,823
6-10 Years Experience	\$60,106	\$55,756
11-20 Years Experience	\$60,422	\$59,308
Over 20 Years Experience	\$64,600	\$65,449
Average Actual Salaries (regular duties only):		
Teachers	\$59,499	\$57,091
Professional Support	\$73,749	\$67,352
Campus Administration (School Leadership)	\$98,828	\$82,512
Central Administration	\$113,653	\$108,367
Instructional Staff Percent:	64.2%	64.6%
Turnover Rate for Teachers:	13.8%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.5	399.5
Contracted Instructional Staff:	0.0	6,309.0

District Name: PASADENA ISD

County Name: HARRIS

District Number: 101917

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	493.6	13.2%	23,626.0	6.5%
Career & Technical Education	133.4	3.6%	18,120.4	5.0%
Compensatory Education	5.7	0.2%	10,147.3	2.8%
Gifted & Talented Education	62.6	1.7%	7,053.3	1.9%
Regular Education	2,394.5	64.1%	257,548.7	70.9%
Special Education	531.6	14.2%	33,620.4	9.3%
Other	114.7	3.1%	13,005.2	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.

'-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **PASADENA HIGH SCHOOL**

Campus Number: **101917001**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 2,325
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 2,325
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	77%	74%	71%	52%	71%	73%	57%	78%	-	71%	34%	80%	73%	60%	70%	59%
	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%
	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 2,325
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 2,325
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 2,325
 Grade Span: 09 - 12
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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
 Campus Name: PASADENA HIGH SCHOOL
 Campus Number: 101917001

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 2,325
 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													
2018-19	95.4%	94.4%	89.4%	84.0%	89.5%	89.4%	81.1%	*	-	*	85.9%	89.1%	87.3%
2017-18	95.4%	94.2%	90.0%	84.1%	90.4%	84.2%	89.9%	*	-	73.7%	86.6%	90.5%	88.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	2.6%	8.3%	2.5%	2.1%	0.0%	0.0%	-	0.0%	4.0%	2.5%	4.5%
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%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	86.7%	69.2%	87.6%	72.7%	*	*	-	-	75.0%	86.0%	76.8%
Received TxCHSE	0.5%	0.3%	0.3%	0.0%	0.2%	4.5%	*	*	-	-	0.0%	0.2%	0.0%
Continued HS	3.7%	2.9%	3.9%	7.7%	3.6%	9.1%	*	*	-	-	5.0%	3.7%	6.1%
Dropped Out	5.9%	6.4%	9.0%	23.1%	8.6%	13.6%	*	*	-	-	20.0%	10.2%	17.2%
Graduates and TxCHSE	90.4%	90.7%	87.0%	69.2%	87.8%	77.3%	*	*	-	-	75.0%	86.2%	76.8%
Graduates, TxCHSE, and Continuers	94.1%	93.6%	91.0%	76.9%	91.4%	86.4%	*	*	-	-	80.0%	89.8%	82.8%
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%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	87.0%	75.0%	87.8%	77.8%	*	*	-	*	75.5%	88.2%	72.4%
Received TxCHSE	0.6%	0.5%	0.3%	0.0%	0.2%	0.0%	*	*	-	*	0.0%	0.2%	0.0%
Continued HS	1.1%	0.3%	0.2%	0.0%	0.2%	0.0%	*	*	-	*	2.0%	0.0%	0.0%
Dropped Out	6.1%	6.7%	12.5%	25.0%	11.9%	22.2%	*	*	-	*	22.4%	11.6%	27.6%
Graduates and TxCHSE	92.8%	93.0%	87.3%	75.0%	87.9%	77.8%	*	*	-	*	75.5%	88.4%	72.4%
Graduates, TxCHSE, and Continuers	93.9%	93.3%	87.5%	75.0%	88.1%	77.8%	*	*	-	*	77.6%	88.4%	72.4%
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%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	89.3%	85.7%	90.2%	53.3%	-	*	-	-	87.8%	91.2%	80.3%

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 2,325
 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	0.7%	0.7%	0.8%	14.3%	0.3%	13.3%	-	*	-	-	0.0%	0.4%	0.0%
Continued HS	0.6%	0.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	6.8%	9.9%	0.0%	9.5%	33.3%	-	*	-	-	12.2%	8.4%	19.7%
Graduates and TxCHSE	93.2%	93.2%	90.1%	100.0%	90.5%	66.7%	-	*	-	-	87.8%	91.6%	80.3%
Graduates, TxCHSE, and Continuers	93.7%	93.2%	90.1%	100.0%	90.5%	66.7%	-	*	-	-	87.8%	91.6%	80.3%
Class of 2016													
Graduated	92.1%	93.5%	90.7%	100.0%	90.7%	87.5%	-	-	-	-	81.5%	90.5%	80.0%
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%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	85.9%	69.2%	86.7%	72.7%	*	*	-	-	73.8%	85.1%	75.0%
Class of 2018	90.0%	88.4%	82.3%	75.0%	83.1%	70.0%	*	*	-	*	61.4%	82.7%	67.9%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	*	-	*	-	-	-	-	-	-	*	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	2.4%	22.2%	2.1%	0.0%	*	*	-	-	31.3%	2.6%	4.1%
Class of 2018	5.0%	3.0%	3.1%	0.0%	2.9%	14.3%	*	*	-	*	19.4%	2.9%	1.9%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	77.2%	55.6%	78.0%	73.3%	*	*	-	-	15.6%	75.7%	77.0%
Class of 2018	82.0%	81.6%	81.0%	83.3%	81.7%	64.3%	*	*	-	*	54.8%	80.5%	76.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	79.6%	77.8%	80.2%	73.3%	*	*	-	-	46.9%	78.3%	81.1%
Class of 2018	86.8%	84.4%	84.1%	83.3%	84.6%	78.6%	*	*	-	*	74.2%	83.5%	79.2%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	*	-	*	-	-	-	-	-	*	*	-
2017-18	37.7%	7.8%	9.1%	*	9.5%	-	-	-	-	-	0.0%	0.0%	*
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	2.3%	22.2%	2.1%	0.0%	*	*	-	*	30.3%	2.5%	4.0%
2017-18	4.9%	2.9%	3.1%	0.0%	2.9%	14.3%	*	*	-	*	19.4%	3.2%	1.8%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	75.0%	55.6%	75.8%	68.8%	*	*	-	*	15.2%	73.9%	74.7%
2017-18	81.5%	81.7%	81.4%	83.3%	82.1%	64.3%	*	*	-	*	54.8%	82.5%	80.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	76.8%	77.8%	77.4%	68.8%	*	*	-	*	42.9%	76.1%	78.7%
2017-18	85.1%	82.3%	81.6%	71.4%	82.1%	78.6%	*	*	-	*	57.5%	82.4%	77.6%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 2,325
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	528	100.0%	3,595	355,615
By Ethnicity:				
African American	9	1.7%	253	43,953
Hispanic	499	94.5%	2,975	180,673
White	17	3.2%	198	105,577
American Indian	1	0.2%	6	1,293
Asian	1	0.2%	135	16,564
Pacific Islander	0	0.0%	2	537
Two or More Races	1	0.2%	26	7,018
By Graduation Type:				
Minimum H.S. Program	3	0.6%	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1	1,090
Foundation H.S. Program (No Endorsement)	130	24.6%	827	51,579
Foundation H.S. Program (Endorsement)	12	2.3%	34	15,160
Foundation H.S. Program (DLA)	383	72.5%	2,697	285,538
Special Education Graduates	49	9.3%	339	27,598
Economically Disadvantaged Graduates	413	78.2%	2,604	186,364
LEP Graduates	77	14.6%	374	25,189
At-Risk Graduates	296	56.1%	2,049	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,325
 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)													
2018-19	72.9%	65.1%	62.6%	55.6%	62.5%	70.6%	*	*	-	*	66.3%	62.6%	51.3%
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)													
2018-19	53.0%	45.6%	44.3%	33.3%	44.7%	41.2%	*	*	-	*	6.1%	42.4%	29.9%
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													
2018-19	60.7%	55.9%	44.5%	33.3%	44.3%	58.8%	*	*	-	*	12.2%	42.6%	7.8%
2017-18	58.2%	48.9%	42.8%	0.0%	43.2%	50.0%	*	*	-	*	9.1%	43.4%	1.7%
Mathematics													
2018-19	48.6%	45.1%	34.1%	33.3%	33.9%	41.2%	*	*	-	*	8.2%	32.7%	10.4%
2017-18	46.0%	47.8%	41.9%	10.0%	42.2%	50.0%	*	*	-	*	6.8%	42.2%	27.6%
Both Subjects													
2018-19	44.2%	38.7%	29.9%	33.3%	29.5%	41.2%	*	*	-	*	6.1%	27.8%	3.9%
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													
2018-19	23.1%	11.4%	22.3%	33.3%	21.6%	35.3%	*	*	-	*	2.0%	19.6%	5.2%
2017-18	20.7%	9.0%	11.7%	0.0%	12.0%	7.1%	*	*	-	*	2.3%	11.2%	3.4%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	24.2%	11.1%	24.6%	17.6%	*	*	-	*	2.0%	24.9%	24.7%
2017-18	20.4%	17.4%	17.6%	0.0%	17.7%	21.4%	*	*	-	*	0.0%	18.2%	17.2%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	10.0%	22.2%	9.6%	17.6%	*	*	-	*	2.0%	9.2%	1.3%
2017-18	1.4%	0.8%	4.9%	0.0%	4.9%	7.1%	*	*	-	*	0.0%	4.4%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
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)													
2018-19	40.4%	33.5%	24.7%	33.3%	24.2%	35.3%	*	*	-	*	64.3%	27.0%	24.0%
2017-18	28.7%	24.6%	28.0%	10.0%	28.3%	28.6%	*	*	-	*	68.2%	28.8%	21.6%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	2.5%	0.0%	2.6%	0.0%	*	*	-	*	0.0%	2.9%	0.0%
2017-18	4.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,325
 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)
2018-19	2.3%	5.0%	3.2%	0.0%	2.8%	17.6%	*	*	-	*	28.6%	3.4%	3.9%
2017-18	1.7%	3.3%	1.7%	0.0%	1.8%	0.0%	*	*	-	*	20.5%	2.1%	3.4%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	31.6%	0.0%	32.1%	35.3%	*	*	-	*	28.6%	34.6%	35.1%
2017-18	38.7%	37.2%	45.6%	0.0%	46.7%	28.6%	*	*	-	*	27.3%	46.4%	29.3%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	2.5%	11.1%	2.4%	0.0%	*	*	-	*	0.0%	2.7%	0.0%
2017-18	4.3%	1.3%	0.9%	0.0%	0.9%	0.0%	*	*	-	*	0.0%	0.7%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	2.8%	22.2%	2.6%	0.0%	*	*	-	*	30.6%	3.1%	3.9%
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)													
2018-19	0.6%	0.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2017-18	0.6%	0.2%	0.2%	0.0%	0.2%	0.0%	*	*	-	*	0.0%	0.2%	0.0%

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 2,325
 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													
2018-19	33.4%	24.3%	25.9%	33.3%	25.1%	47.1%	*	*	-	*	8.2%	23.7%	5.2%
2017-18	32.1%	22.7%	20.5%	0.0%	20.6%	28.6%	*	*	-	*	9.1%	19.8%	1.7%
Mathematics													
2018-19	24.7%	24.1%	24.2%	33.3%	23.6%	35.3%	*	*	-	*	6.1%	23.0%	9.1%
2017-18	23.7%	25.7%	22.1%	0.0%	22.6%	14.3%	*	*	-	*	2.3%	22.4%	3.4%
Both Subjects													
2018-19	18.8%	14.0%	17.6%	33.3%	16.6%	35.3%	*	*	-	*	4.1%	15.7%	2.6%
2017-18	18.1%	12.7%	11.7%	0.0%	11.7%	14.3%	*	*	-	*	0.0%	10.5%	1.7%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	34.1%	0.0%	34.7%	35.3%	*	*	-	*	32.7%	37.3%	36.4%
2017-18	58.4%	54.0%	58.3%	20.0%	59.3%	42.9%	*	*	-	*	45.5%	58.7%	34.5%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2017-18	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	5.7%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2017-18	3.9%	7.1%	8.9%	10.0%	8.6%	21.4%	*	*	-	*	4.5%	9.6%	24.1%
Both Subjects													
2018-19	2.6%	2.3%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2017-18	0.9%	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													
2019	25.2%	24.4%	34.2%	14.3%	35.0%	17.1%	*	*	-	*	n/a	34.0%	n/a
2018	25.8%	27.5%	34.0%	13.0%	34.6%	26.5%	*	*	-	*	n/a	33.9%	n/a
English Language Arts													
2019	14.5%	13.8%	14.8%	7.1%	14.7%	17.1%	*	*	-	*	n/a	14.5%	n/a
2018	15.3%	17.2%	23.6%	13.0%	23.8%	23.5%	*	*	-	*	n/a	23.2%	n/a
Mathematics													
2019	7.4%	6.9%	6.6%	7.1%	6.8%	0.0%	*	*	-	*	n/a	5.9%	n/a
2018	7.3%	7.8%	6.7%	0.0%	6.8%	5.9%	*	*	-	*	n/a	7.0%	n/a
Science													
2019	10.4%	12.8%	24.6%	7.1%	25.2%	14.3%	*	*	-	*	n/a	24.0%	n/a
2018	10.8%	15.9%	19.9%	8.7%	20.1%	20.6%	*	*	-	*	n/a	19.6%	n/a
Social Studies													
2019	13.9%	11.5%	7.1%	7.1%	6.9%	11.4%	*	*	-	*	n/a	7.2%	n/a
2018	14.5%	13.5%	8.9%	0.0%	9.1%	5.9%	*	*	-	*	n/a	9.1%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	27.1%	*	27.1%	16.7%	*	*	-	*	n/a	27.1%	n/a
2018	50.7%	37.0%	35.9%	*	35.6%	44.4%	-	*	-	*	n/a	36.1%	n/a
English Language Arts													
2019	41.2%	21.5%	4.2%	*	3.8%	0.0%	*	-	-	*	n/a	5.4%	n/a
2018	42.5%	18.5%	5.0%	*	4.2%	25.0%	-	*	-	*	n/a	5.1%	n/a
Mathematics													
2019	52.2%	50.1%	63.5%	*	62.5%	-	-	-	-	*	n/a	66.0%	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 2,325
 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)
2018 Science	52.8%	42.4%	56.5%	-	54.9%	*	-	-	-	*	n/a	55.8%	n/a
2019	40.6%	20.9%	10.1%	*	9.7%	20.0%	-	*	-	*	n/a	9.3%	n/a
2018 Social Studies	38.0%	18.0%	11.1%	*	11.1%	0.0%	-	-	-	*	n/a	9.8%	n/a
2019	46.3%	28.3%	17.5%	*	17.8%	*	*	-	-	*	n/a	16.9%	n/a
2018	44.6%	26.9%	22.1%	-	20.9%	*	-	-	-	*	n/a	22.0%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	100.0%	100.0%	100.0%	100.0%	*	*	-	*	n/a	99.8%	n/a
2017-18	74.6%	53.5%	55.3%	30.0%	56.0%	42.9%	*	*	-	*	n/a	52.9%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	20.8%	10.0%	20.2%	41.2%	*	*	-	*	n/a	20.3%	n/a
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													
2018-19	1027	934	926	855	927	945	*	*	-	*	n/a	922	n/a
2017-18	1036	1013	985	*	983	1120	-	*	-	*	n/a	983	n/a
English Language Arts and Writing													
2018-19	517	465	460	437	459	476	*	*	-	*	n/a	457	n/a
2017-18	521	506	491	*	490	543	-	*	-	*	n/a	490	n/a
Mathematics													
2018-19	510	468	467	418	468	469	*	*	-	*	n/a	465	n/a
2017-18	515	507	494	*	493	577	-	*	-	*	n/a	493	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	18.7	*	18.4	*	-	-	-	*	n/a	19.2	n/a
2017-18	20.6	20.5	20.4	-	20.2	*	-	-	-	-	n/a	20.1	n/a
English Language Arts													
2018-19	20.3	19.1	17.9	*	17.5	*	-	-	-	*	n/a	18.6	n/a
2017-18	20.3	20.0	19.7	-	19.4	*	-	-	-	-	n/a	19.3	n/a
Mathematics													
2018-19	20.4	19.9	19.0	*	18.7	*	-	-	-	*	n/a	19.2	n/a
2017-18	20.6	20.6	20.9	-	20.7	*	-	-	-	-	n/a	20.6	n/a
Science													
2018-19	20.8	20.2	19.3	*	19.1	*	-	-	-	*	n/a	19.6	n/a
2017-18	20.9	20.8	21.2	-	20.8	*	-	-	-	-	n/a	20.8	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 2,325
 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													
2018-19	44.6%	39.1%	44.0%	35.7%	44.5%	31.6%	40.0%	*	-	40.0%	6.1%	42.7%	28.7%
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%
English Language Arts													
2018-19	17.8%	17.3%	26.5%	17.9%	26.7%	22.4%	20.0%	*	-	40.0%	1.8%	25.5%	10.4%
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%
Mathematics													
2018-19	20.4%	17.0%	22.0%	20.0%	22.3%	13.9%	0.0%	*	-	20.0%	2.4%	21.0%	4.2%
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%
Science													
2018-19	21.7%	12.7%	18.2%	8.3%	18.6%	11.6%	0.0%	*	-	20.0%	1.5%	18.0%	2.6%
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%
Social Studies													
2018-19	23.6%	17.2%	17.7%	14.8%	17.8%	10.5%	*	*	-	20.0%	0.9%	16.9%	3.5%
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%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	48.0%	10.0%	49.1%	35.7%	*	*	-	*	20.5%	46.5%	19.0%
2016-17	54.6%	54.0%	51.6%	*	51.9%	46.2%	-	*	*	-	13.2%	52.3%	24.6%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	46.9%	*	45.9%	100.0%	-	*	-	-	11.1%	46.1%	0.0%
2016-17	59.2%	52.8%	48.2%	*	48.5%	40.0%	-	*	-	-	0.0%	48.1%	0.0%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 2,325
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	2,325	100.0%	52,792	5,479,173	2,330	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	666	28.6%	8.3%	8.2%	666	28.6%	8.3%	8.2%
Grade 10	574	24.7%	7.7%	7.4%	574	24.6%	7.7%	7.4%
Grade 11	563	24.2%	7.4%	6.9%	563	24.2%	7.4%	6.9%
Grade 12	522	22.5%	7.1%	6.4%	527	22.6%	7.1%	6.4%
Ethnic Distribution:								
African American	25	1.1%	7.4%	12.6%	25	1.1%	7.4%	12.6%
Hispanic	2,211	95.1%	83.3%	52.8%	2,216	95.1%	83.3%	52.8%
White	73	3.1%	5.5%	27.0%	73	3.1%	5.5%	27.0%
American Indian	7	0.3%	0.1%	0.4%	7	0.3%	0.1%	0.4%
Asian	2	0.1%	3.0%	4.6%	2	0.1%	3.0%	4.6%
Pacific Islander	1	0.0%	0.1%	0.2%	1	0.0%	0.1%	0.2%
Two or More Races	6	0.3%	0.6%	2.5%	6	0.3%	0.7%	2.5%
Sex:								
Female	1,113	47.9%	48.4%	48.8%	1,114	47.8%	48.4%	48.8%
Male	1,212	52.1%	51.6%	51.2%	1,216	52.2%	51.6%	51.2%
Economically Disadvantaged	1,847	79.4%	78.8%	60.3%	1,849	79.4%	78.7%	60.2%
Non-Educationally Disadvantaged	478	20.6%	21.2%	39.7%	481	20.6%	21.3%	39.8%
Section 504 Students	112	4.8%	5.7%	6.9%	112	4.8%	5.7%	6.9%
English Learners (EL)	528	22.7%	29.0%	20.3%	528	22.7%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	64	2.6%	1.6%	1.5%				
Students w/ Dyslexia	88	3.8%	4.3%	4.1%	88	3.8%	4.3%	4.1%
Foster Care	2	0.1%	0.1%	0.3%	3	0.1%	0.1%	0.3%
Homeless	29	1.2%	1.2%	1.4%	30	1.3%	1.2%	1.4%
Immigrant	74	3.2%	2.8%	2.3%	74	3.2%	2.8%	2.3%
Migrant	13	0.6%	0.2%	0.3%	13	0.6%	0.2%	0.3%
Title I	0	0.0%	69.1%	65.1%	0	0.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	1,503	64.6%	58.9%	50.6%	1,507	64.7%	58.9%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 2,325
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	501	21.5%	27.4%	20.6%	501	21.5%	27.3%	20.6%
Career & Technical Education	1,552	66.8%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	733	31.5%	36.3%	50.8%	735	31.5%	36.2%	50.8%
Gifted & Talented Education	157	6.8%	5.4%	8.1%	157	6.7%	5.4%	8.1%
Special Education	238	10.2%	11.4%	10.5%	241	10.3%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	238							
By Type of Primary Disability								
Students with Intellectual Disabilities	154	64.7%	44.3%	42.4%				
Students with Physical Disabilities	*	*	17.5%	21.4%				
Students with Autism	**	**	20.6%	13.8%				
Students with Behavioral Disabilities	43	18.1%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	316	12.8%	16.3%	15.3%				
By Ethnicity:								
African American	10	0.4%						
Hispanic	279	11.3%						
White	22	0.9%						
American Indian	3	0.1%						
Asian	1	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	239	13.2%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	5.6%	4.8%	7.8%	3.3%	7.1%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 2,325
 Grade Span: 09 - 12
 School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	14.1	14.9	16.4
Foreign Languages	24.0	19.1	18.7
Mathematics	14.9	16.1	17.8
Science	15.8	16.9	18.8
Social Studies	13.8	15.7	19.3

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 2,325
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	203.0	100.0%	100.0%	100.0%
Professional Staff:	178.2	87.8%	58.1%	63.7%
Teachers	146.4	72.1%	44.9%	49.4%
Professional Support	23.7	11.7%	9.8%	10.2%
Campus Administration (School Leadership)	8.1	4.0%	2.3%	3.0%
Educational Aides:	24.9	12.2%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	2.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	8.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	116.4	57.3%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	27.7	18.9%	9.9%	10.8%
Hispanic	45.1	30.8%	36.6%	28.1%
White	66.5	45.4%	49.3%	57.7%
American Indian	1.0	0.7%	0.2%	0.3%
Asian	5.1	3.5%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	0.7%	1.0%	1.1%
Males	68.0	46.4%	24.5%	23.8%
Females	78.4	53.6%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	2.0	1.4%	0.8%	1.3%
Bachelors	104.2	71.2%	75.8%	73.4%
Masters	37.2	25.4%	22.4%	24.5%
Doctorate	3.0	2.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.2	4.2%	5.6%	7.4%
1-5 Years Experience	44.8	30.6%	32.5%	27.9%
6-10 Years Experience	37.1	25.3%	22.4%	19.4%
11-20 Years Experience	32.4	22.1%	27.9%	29.4%
Over 20 Years Experience	26.0	17.8%	11.6%	15.9%
Number of Students per Teacher	15.9	n/a	14.1	15.1

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 2,325
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	7.8	6.2
Average Years Experience of Principals with District	7.0	7.5	5.3
Average Years Experience of Assistant Principals	6.5	6.9	5.3
Average Years Experience of Assistant Principals with District	6.5	6.6	4.7
Average Years Experience of Teachers:	11.0	9.9	11.1
Average Years Experience of Teachers with District:	8.3	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,919	\$55,037	\$49,868
1-5 Years Experience	\$57,341	\$57,238	\$52,823
6-10 Years Experience	\$61,734	\$60,106	\$55,756
11-20 Years Experience	\$63,544	\$60,422	\$59,308
Over 20 Years Experience	\$70,159	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$62,042	\$59,499	\$57,091
Professional Support	\$77,586	\$73,749	\$67,352
Campus Administration (School Leadership)	\$103,912	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 2,325
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.7	1.2%	13.2%	6.5%
Career & Technical Education	16.8	11.5%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	87.4	59.7%	64.1%	70.9%
Special Education	26.5	18.1%	14.2%	9.3%
Other	14.0	9.6%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SAM RAYBURN H S**

Campus Number: **101917002**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 2,715
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 2,715
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	77%	74%	67%	54%	67%	66%	78%	67%	*	80%	37%	77%	70%	54%	67%	57%
	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%
	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%
	2019	48%	42%	38%	48%	38%	37%	*	80%	*	*	10%	44%	40%	27%	37%	25%
At Meets Grade Level or Above	2018	46%	39%	31%	30%	30%	36%	*	*	*	*	9%	33%	33%	19%	30%	14%
	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%
	2019	52%	47%	67%	50%	69%	40%	-	*	-	*	43%	75%	70%	55%	66%	67%
At Meets Grade Level or Above	2018	50%	43%	42%	21%	43%	47%	*	*	*	-	19%	50%	46%	26%	43%	39%
	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%
	2019	54%	50%	56%	60%	56%	56%	-	*	-	*	25%	60%	60%	42%	56%	44%
At Meets Grade Level or Above	2018	51%	47%	53%	33%	53%	64%	*	*	*	-	19%	78%	56%	40%	53%	41%
	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%
	2019	55%	54%	63%	56%	62%	79%	-	*	-	*	35%	40%	66%	49%	62%	37%
At Meets Grade Level or Above	2018	53%	52%	62%	50%	62%	56%	*	*	-	*	31%	*	63%	52%	60%	34%
	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 2,715
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 2,715
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 2,715
 Grade Span: 09 - 12
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

			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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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
 Campus Name: SAM RAYBURN H S
 Campus Number: 101917002

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 2,715
 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													
2018-19	95.4%	94.4%	90.7%	88.1%	90.9%	88.6%	80.0%	88.4%	-	88.6%	89.1%	90.5%	89.8%
2017-18	95.4%	94.2%	90.5%	89.1%	90.7%	87.0%	83.9%	*	*	89.7%	87.4%	90.5%	89.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	*	-	*	-	-	-	-	-	-	*	*
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	1.3%	1.0%	1.2%	3.8%	0.0%	0.0%	-	0.0%	1.2%	1.3%	2.4%
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%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	89.8%	93.3%	90.4%	77.8%	*	-	-	*	87.1%	89.7%	83.6%
Received TxCHSE	0.5%	0.3%	0.2%	0.0%	0.2%	0.0%	*	-	-	*	0.0%	0.2%	0.0%
Continued HS	3.7%	2.9%	4.4%	0.0%	4.3%	8.3%	*	-	-	*	4.7%	4.5%	6.0%
Dropped Out	5.9%	6.4%	5.7%	6.7%	5.2%	13.9%	*	-	-	*	8.2%	5.5%	10.4%
Graduates and TxCHSE	90.4%	90.7%	89.9%	93.3%	90.5%	77.8%	*	-	-	*	87.1%	89.9%	83.6%
Graduates, TxCHSE, and Continuers	94.1%	93.6%	94.3%	93.3%	94.8%	86.1%	*	-	-	*	91.8%	94.5%	89.6%
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%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	95.1%	90.5%	95.3%	93.3%	-	*	-	*	92.7%	95.0%	88.9%
Received TxCHSE	0.6%	0.5%	0.3%	0.0%	0.3%	0.0%	-	*	-	*	0.0%	0.4%	0.0%
Continued HS	1.1%	0.3%	0.3%	0.0%	0.3%	0.0%	-	*	-	*	0.0%	0.4%	0.0%
Dropped Out	6.1%	6.7%	4.3%	9.5%	4.0%	6.7%	-	*	-	*	7.3%	4.3%	11.1%
Graduates and TxCHSE	92.8%	93.0%	95.4%	90.5%	95.6%	93.3%	-	*	-	*	92.7%	95.3%	88.9%
Graduates, TxCHSE, and Continuers	93.9%	93.3%	95.7%	90.5%	96.0%	93.3%	-	*	-	*	92.7%	95.7%	88.9%
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%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	94.5%	84.6%	95.0%	90.3%	*	-	*	*	90.5%	94.4%	86.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 2,715
 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	0.7%	0.7%	0.5%	0.0%	0.4%	3.2%	*	-	*	*	0.0%	0.4%	0.0%
Continued HS	0.6%	0.1%	0.2%	0.0%	0.2%	0.0%	*	-	*	*	0.0%	0.2%	0.0%
Dropped Out	6.3%	6.8%	4.8%	15.4%	4.5%	6.5%	*	-	*	*	9.5%	5.0%	13.5%
Graduates and TxCHSE	93.2%	93.2%	95.0%	84.6%	95.3%	93.5%	*	-	*	*	90.5%	94.8%	86.5%
Graduates, TxCHSE, and Continuers	93.7%	93.2%	95.2%	84.6%	95.5%	93.5%	*	-	*	*	90.5%	95.0%	86.5%
Class of 2016													
Graduated	92.1%	93.5%	96.1%	100.0%	96.3%	91.9%	-	*	-	*	89.8%	96.2%	92.6%
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%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	87.4%	93.3%	88.1%	73.7%	*	-	-	*	75.5%	87.7%	82.4%
Class of 2018	90.0%	88.4%	89.4%	90.5%	90.1%	75.8%	-	*	-	*	76.1%	88.8%	84.9%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	62.5%	*	57.1%	-	-	-	-	-	-	80.0%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	0.9%	0.0%	0.8%	3.6%	*	-	-	*	4.3%	1.1%	0.0%
Class of 2018	5.0%	3.0%	3.1%	0.0%	3.4%	0.0%	-	*	-	*	6.4%	3.2%	10.5%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	80.2%	42.9%	81.4%	78.6%	*	-	-	*	32.9%	78.5%	75.9%
Class of 2018	82.0%	81.6%	84.8%	94.4%	84.6%	80.0%	-	*	-	*	61.7%	84.1%	66.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	81.1%	42.9%	82.1%	82.1%	*	-	-	*	37.1%	79.6%	75.9%
Class of 2018	86.8%	84.4%	87.6%	94.7%	87.7%	80.0%	-	*	-	*	68.1%	87.3%	75.4%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	0.0%	-	0.0%	*	-	-	-	-	0.0%	*	-
2017-18	37.7%	7.8%	3.7%	*	4.5%	*	-	-	-	-	*	0.0%	*
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	1.2%	0.0%	0.9%	5.9%	*	-	-	*	4.2%	1.1%	0.0%
2017-18	4.9%	2.9%	3.1%	0.0%	3.3%	0.0%	-	*	-	*	6.3%	2.9%	8.5%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	76.0%	38.5%	77.4%	67.6%	*	-	-	*	32.4%	73.7%	73.5%
2017-18	81.5%	81.7%	84.9%	94.7%	84.7%	80.0%	-	*	-	*	60.4%	85.0%	70.4%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	75.6%	38.5%	76.8%	71.4%	*	-	-	*	34.2%	74.3%	73.5%
2017-18	85.1%	82.3%	84.4%	85.7%	84.9%	71.4%	-	*	-	*	65.3%	85.3%	77.8%

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Graduation Profile**

Total Students: 2,715
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	607	100.0%	3,595	355,615
By Ethnicity:				
African American	13	2.1%	253	43,953
Hispanic	555	91.4%	2,975	180,673
White	35	5.8%	198	105,577
American Indian	1	0.2%	6	1,293
Asian	0	0.0%	135	16,564
Pacific Islander	0	0.0%	2	537
Two or More Races	3	0.5%	26	7,018
By Graduation Type:				
Minimum H.S. Program	12	2.0%	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1	1,090
Foundation H.S. Program (No Endorsement)	139	22.9%	827	51,579
Foundation H.S. Program (Endorsement)	7	1.2%	34	15,160
Foundation H.S. Program (DLA)	449	74.0%	2,697	285,538
Special Education Graduates	80	13.2%	339	27,598
Economically Disadvantaged Graduates	475	78.3%	2,604	186,364
LEP Graduates	51	8.4%	374	25,189
At-Risk Graduates	320	52.7%	2,049	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,715
 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)													
2018-19	72.9%	65.1%	63.9%	46.2%	63.9%	68.6%	*	-	-	*	78.1%	61.9%	51.0%
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)													
2018-19	53.0%	45.6%	43.8%	15.4%	44.9%	34.3%	*	-	-	*	7.5%	42.3%	23.5%
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													
2018-19	60.7%	55.9%	59.6%	38.5%	60.2%	57.1%	*	-	-	*	12.5%	58.3%	17.6%
2017-18	58.2%	48.9%	45.1%	57.1%	44.5%	46.4%	-	*	-	*	9.4%	46.1%	5.5%
Mathematics													
2018-19	48.6%	45.1%	42.0%	15.4%	42.7%	37.1%	*	-	-	*	7.5%	40.2%	7.8%
2017-18	46.0%	47.8%	44.3%	23.8%	45.3%	32.1%	-	*	-	*	11.3%	44.8%	19.2%
Both Subjects													
2018-19	44.2%	38.7%	39.7%	15.4%	40.4%	34.3%	*	-	-	*	5.0%	38.3%	5.9%
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													
2018-19	23.1%	11.4%	4.6%	0.0%	4.9%	2.9%	*	-	-	*	2.5%	3.8%	0.0%
2017-18	20.7%	9.0%	8.1%	14.3%	7.8%	10.7%	-	*	-	*	0.0%	8.6%	1.4%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	16.8%	0.0%	17.3%	14.3%	*	-	-	*	1.3%	17.3%	19.6%
2017-18	20.4%	17.4%	16.1%	9.5%	16.3%	14.3%	-	*	-	*	1.9%	15.1%	21.9%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
2017-18	1.4%	0.8%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
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)													
2018-19	40.4%	33.5%	34.7%	34.6%	34.4%	41.4%	*	-	-	*	76.9%	33.2%	31.4%
2017-18	28.7%	24.6%	26.7%	11.9%	27.2%	28.6%	-	*	-	*	86.8%	27.8%	28.8%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	2.6%	0.0%	2.9%	0.0%	*	-	-	*	1.3%	2.1%	2.0%
2017-18	4.8%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,715
 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)
2018-19	2.3%	5.0%	7.1%	23.1%	5.9%	20.0%	*	-	-	*	45.0%	5.9%	9.8%
2017-18	1.7%	3.3%	5.2%	0.0%	5.5%	3.6%	-	*	-	*	52.8%	5.0%	11.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	45.5%	23.1%	47.4%	25.7%	*	-	-	*	33.8%	45.9%	41.2%
2017-18	38.7%	37.2%	35.9%	19.0%	37.0%	25.0%	-	*	-	*	35.8%	38.6%	32.9%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	2.0%	0.0%	2.0%	2.9%	*	-	-	*	1.3%	2.1%	0.0%
2017-18	4.3%	1.3%	2.5%	0.0%	2.3%	7.1%	-	*	-	*	0.0%	2.4%	2.7%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	4.3%	0.0%	4.1%	8.6%	*	-	-	*	32.5%	3.6%	3.9%
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)													
2018-19	0.6%	0.4%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
2017-18	0.6%	0.2%	0.3%	0.0%	0.3%	0.0%	-	*	-	*	0.0%	0.2%	1.4%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 2,715
 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													
2018-19	33.4%	24.3%	37.4%	15.4%	37.1%	45.7%	*	-	-	*	6.3%	35.8%	2.0%
2017-18	32.1%	22.7%	23.6%	28.6%	23.5%	25.0%	-	*	-	*	7.5%	22.2%	2.7%
Mathematics													
2018-19	24.7%	24.1%	37.2%	15.4%	37.8%	31.4%	*	-	-	*	7.5%	36.0%	5.9%
2017-18	23.7%	25.7%	24.1%	19.0%	24.7%	14.3%	-	*	-	*	7.5%	22.8%	5.5%
Both Subjects													
2018-19	18.8%	14.0%	27.3%	0.0%	27.6%	28.6%	*	-	-	*	3.8%	26.3%	2.0%
2017-18	18.1%	12.7%	12.0%	9.5%	12.2%	10.7%	-	*	-	*	3.8%	10.8%	2.7%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	51.1%	30.8%	52.8%	34.3%	*	-	-	*	42.5%	52.0%	62.7%
2017-18	58.4%	54.0%	53.8%	42.9%	54.5%	50.0%	-	*	-	*	52.8%	56.9%	45.2%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	18.5%	15.4%	18.6%	20.0%	*	-	-	*	5.0%	18.7%	11.8%
2017-18	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	5.7%	2.0%	0.0%	2.0%	2.9%	*	-	-	*	0.0%	1.5%	0.0%
2017-18	3.9%	7.1%	8.0%	0.0%	8.3%	7.1%	-	*	-	*	3.8%	8.4%	13.7%
Both Subjects													
2018-19	2.6%	2.3%	0.8%	0.0%	0.9%	0.0%	*	-	-	*	0.0%	1.1%	0.0%
2017-18	0.9%	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													
2019	25.2%	24.4%	19.7%	3.2%	20.1%	18.8%	*	*	-	66.7%	n/a	18.8%	n/a
2018	25.8%	27.5%	30.2%	27.0%	30.5%	23.7%	*	*	-	*	n/a	28.8%	n/a
English Language Arts													
2019	14.5%	13.8%	8.6%	3.2%	8.6%	11.6%	*	*	-	16.7%	n/a	7.6%	n/a
2018	15.3%	17.2%	17.2%	13.5%	17.3%	17.1%	*	*	-	*	n/a	16.4%	n/a
Mathematics													
2019	7.4%	6.9%	5.9%	0.0%	6.3%	2.9%	*	*	-	0.0%	n/a	5.9%	n/a
2018	7.3%	7.8%	7.8%	5.4%	7.8%	7.9%	*	*	-	*	n/a	7.6%	n/a
Science													
2019	10.4%	12.8%	8.4%	3.2%	8.4%	8.7%	*	*	-	33.3%	n/a	8.4%	n/a
2018	10.8%	15.9%	14.7%	13.5%	15.0%	7.9%	*	*	-	*	n/a	14.6%	n/a
Social Studies													
2019	13.9%	11.5%	10.9%	3.2%	10.8%	13.0%	*	*	-	50.0%	n/a	9.9%	n/a
2018	14.5%	13.5%	17.0%	13.5%	17.0%	15.8%	*	*	-	*	n/a	16.7%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	44.0%	*	45.7%	23.1%	-	-	-	*	n/a	46.1%	n/a
2018	50.7%	37.0%	30.6%	0.0%	31.1%	44.4%	*	-	-	*	n/a	32.1%	n/a
English Language Arts													
2019	41.2%	21.5%	22.9%	*	22.2%	25.0%	-	-	-	*	n/a	23.1%	n/a
2018	42.5%	18.5%	17.9%	0.0%	17.3%	38.5%	-	-	-	*	n/a	19.8%	n/a
Mathematics													
2019	52.2%	50.1%	53.3%	-	53.4%	*	-	-	-	-	n/a	55.7%	n/a

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 2,715
 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)
2018 Science	52.8%	42.4%	36.0%	*	36.3%	50.0%	-	-	-	*	n/a	34.1%	n/a
2019	40.6%	20.9%	6.6%	*	6.2%	16.7%	-	-	-	*	n/a	7.0%	n/a
2018 Social Studies	38.0%	18.0%	11.9%	0.0%	11.2%	50.0%	*	-	-	*	n/a	10.9%	n/a
2019	46.3%	28.3%	28.3%	*	28.8%	33.3%	-	-	-	*	n/a	29.4%	n/a
2018	44.6%	26.9%	20.2%	0.0%	20.6%	25.0%	*	-	-	*	n/a	20.5%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	99.3%	84.6%	100.0%	85.7%	*	-	-	*	n/a	99.4%	n/a
2017-18	74.6%	53.5%	53.2%	85.7%	51.5%	60.7%	-	*	-	*	n/a	55.0%	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	21.7%	0.0%	21.7%	30.0%	*	-	-	*	n/a	19.7%	n/a
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													
2018-19	1027	934	928	805	927	972	*	-	-	*	n/a	917	n/a
2017-18	1036	1013	981	968	980	998	-	*	-	*	n/a	980	n/a
English Language Arts and Writing													
2018-19	517	465	463	395	463	475	*	-	-	*	n/a	459	n/a
2017-18	521	506	490	495	489	494	-	*	-	*	n/a	490	n/a
Mathematics													
2018-19	510	468	465	409	464	497	*	-	-	*	n/a	459	n/a
2017-18	515	507	492	473	492	503	-	*	-	*	n/a	490	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	19.4	*	19.3	*	-	-	-	*	n/a	19.3	n/a
2017-18	20.6	20.5	19.4	18.0	19.6	*	-	*	-	-	n/a	19.6	n/a
English Language Arts													
2018-19	20.3	19.1	18.9	*	18.8	*	-	-	-	*	n/a	18.9	n/a
2017-18	20.3	20.0	18.9	17.6	19.1	*	-	*	-	-	n/a	19.2	n/a
Mathematics													
2018-19	20.4	19.9	19.3	*	19.2	*	-	-	-	*	n/a	19.2	n/a
2017-18	20.6	20.6	19.4	15.9	19.7	*	-	*	-	-	n/a	19.6	n/a
Science													
2018-19	20.8	20.2	19.9	*	19.8	*	-	-	-	*	n/a	19.9	n/a
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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 2,715
 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													
2018-19	44.6%	39.1%	37.3%	16.2%	38.0%	36.8%	20.0%	50.0%	-	44.4%	11.2%	37.1%	19.9%
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%
English Language Arts													
2018-19	17.8%	17.3%	14.1%	5.5%	14.3%	14.2%	0.0%	25.0%	-	11.1%	3.9%	14.0%	8.0%
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%
Mathematics													
2018-19	20.4%	17.0%	15.6%	4.3%	16.1%	14.4%	0.0%	0.0%	-	22.2%	2.6%	15.1%	3.3%
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%
Science													
2018-19	21.7%	12.7%	10.4%	4.3%	10.6%	9.8%	*	0.0%	-	22.2%	2.3%	10.2%	1.1%
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%
Social Studies													
2018-19	23.6%	17.2%	15.5%	8.3%	15.6%	13.7%	0.0%	50.0%	-	33.3%	1.1%	14.8%	0.3%
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%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	43.7%	38.1%	44.7%	25.0%	-	*	-	*	25.9%	44.1%	29.3%
2016-17	54.6%	54.0%	48.4%	33.3%	49.4%	38.5%	*	-	*	*	18.5%	49.9%	27.7%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	49.1%	37.5%	48.5%	85.7%	-	*	-	*	6.7%	47.2%	9.1%
2016-17	59.2%	52.8%	44.5%	*	44.0%	60.0%	-	-	*	-	0.0%	44.9%	8.3%

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 2,715
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	2,715	100.0%	52,792	5,479,173	2,724	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	786	29.0%	8.3%	8.2%	787	28.9%	8.3%	8.2%
Grade 10	708	26.1%	7.7%	7.4%	708	26.0%	7.7%	7.4%
Grade 11	660	24.3%	7.4%	6.9%	660	24.2%	7.4%	6.9%
Grade 12	561	20.7%	7.1%	6.4%	569	20.9%	7.1%	6.4%
Ethnic Distribution:								
African American	84	3.1%	7.4%	12.6%	84	3.1%	7.4%	12.6%
Hispanic	2,474	91.1%	83.3%	52.8%	2,482	91.1%	83.3%	52.8%
White	129	4.8%	5.5%	27.0%	130	4.8%	5.5%	27.0%
American Indian	4	0.1%	0.1%	0.4%	4	0.1%	0.1%	0.4%
Asian	10	0.4%	3.0%	4.6%	10	0.4%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	14	0.5%	0.6%	2.5%	14	0.5%	0.7%	2.5%
Sex:								
Female	1,323	48.7%	48.4%	48.8%	1,325	48.6%	48.4%	48.8%
Male	1,392	51.3%	51.6%	51.2%	1,399	51.4%	51.6%	51.2%
Economically Disadvantaged	2,206	81.3%	78.8%	60.3%	2,210	81.1%	78.7%	60.2%
Non-Educationally Disadvantaged	509	18.7%	21.2%	39.7%	514	18.9%	21.3%	39.8%
Section 504 Students	161	5.9%	5.7%	6.9%	161	5.9%	5.7%	6.9%
English Learners (EL)	483	17.8%	29.0%	20.3%	483	17.7%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	73	2.5%	1.6%	1.5%				
Students w/ Dyslexia	127	4.7%	4.3%	4.1%	127	4.7%	4.3%	4.1%
Foster Care	3	0.1%	0.1%	0.3%	3	0.1%	0.1%	0.3%
Homeless	57	2.1%	1.2%	1.4%	57	2.1%	1.2%	1.4%
Immigrant	94	3.5%	2.8%	2.3%	94	3.5%	2.8%	2.3%
Migrant	6	0.2%	0.2%	0.3%	6	0.2%	0.2%	0.3%
Title I	0	0.0%	69.1%	65.1%	0	0.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	1,758	64.8%	58.9%	50.6%	1,766	64.8%	58.9%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 2,715
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	451	16.6%	27.4%	20.6%	451	16.6%	27.3%	20.6%
Career & Technical Education	1,569	57.8%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	826	30.4%	36.3%	50.8%	828	30.4%	36.2%	50.8%
Gifted & Talented Education	105	3.9%	5.4%	8.1%	105	3.9%	5.4%	8.1%
Special Education	366	13.5%	11.4%	10.5%	374	13.7%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	366							
By Type of Primary Disability								
Students with Intellectual Disabilities	238	65.0%	44.3%	42.4%				
Students with Physical Disabilities	12	3.3%	17.5%	21.4%				
Students with Autism	53	14.5%	20.6%	13.8%				
Students with Behavioral Disabilities	63	17.2%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	518	17.9%	16.3%	15.3%				
By Ethnicity:								
African American	43	1.5%						
Hispanic	417	14.4%						
White	47	1.6%						
American Indian	3	0.1%						
Asian	3	0.1%						
Pacific Islander	0	0.0%						
Two or More Races	5	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	303	14.4%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	9.6%	4.8%	7.8%	3.1%	7.1%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 2,715
 Grade Span: 09 - 12
 School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	13.5	14.9	16.4
Foreign Languages	21.0	19.1	18.7
Mathematics	14.1	16.1	17.8
Science	15.8	16.9	18.8
Social Studies	12.9	15.7	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 2,715
Grade Span: 09 - 12
School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	247.2	100.0%	100.0%	100.0%
Professional Staff:	206.1	83.3%	58.1%	63.7%
Teachers	175.8	71.1%	44.9%	49.4%
Professional Support	22.8	9.2%	9.8%	10.2%
Campus Administration (School Leadership)	7.5	3.0%	2.3%	3.0%
Educational Aides:	41.2	16.7%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	2.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	7.0	n/a	116.0	12,901.0
Part-time	1.0	n/a	13.0	1,103.0
Total Minority Staff:	111.7	45.2%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	20.3	11.5%	9.9%	10.8%
Hispanic	53.7	30.6%	36.6%	28.1%
White	94.8	53.9%	49.3%	57.7%
American Indian	1.0	0.6%	0.2%	0.3%
Asian	5.0	2.8%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	0.6%	1.0%	1.1%
Males	75.0	42.7%	24.5%	23.8%
Females	100.8	57.3%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	4.0	2.3%	0.8%	1.3%
Bachelors	125.9	71.6%	75.8%	73.4%
Masters	42.8	24.4%	22.4%	24.5%
Doctorate	3.0	1.7%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	11.1	6.3%	5.6%	7.4%
1-5 Years Experience	67.5	38.4%	32.5%	27.9%
6-10 Years Experience	23.6	13.4%	22.4%	19.4%
11-20 Years Experience	50.5	28.7%	27.9%	29.4%
Over 20 Years Experience	23.2	13.2%	11.6%	15.9%
Number of Students per Teacher	15.4	n/a	14.1	15.1

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 2,715
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.5	7.8	6.2
Average Years Experience of Principals with District	3.5	7.5	5.3
Average Years Experience of Assistant Principals	6.9	6.9	5.3
Average Years Experience of Assistant Principals with District	6.6	6.6	4.7
Average Years Experience of Teachers:	9.8	9.9	11.1
Average Years Experience of Teachers with District:	7.3	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,917	\$55,037	\$49,868
1-5 Years Experience	\$56,853	\$57,238	\$52,823
6-10 Years Experience	\$61,125	\$60,106	\$55,756
11-20 Years Experience	\$64,659	\$60,422	\$59,308
Over 20 Years Experience	\$67,530	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$61,017	\$59,499	\$57,091
Professional Support	\$76,739	\$73,749	\$67,352
Campus Administration (School Leadership)	\$101,093	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 2,715
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.7	1.0%	13.2%	6.5%
Career & Technical Education	18.5	10.5%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	97.0	55.2%	64.1%	70.9%
Special Education	39.1	22.2%	14.2%	9.3%
Other	19.5	11.1%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SOUTH HOUSTON HIGH SCHOOL**

Campus Number: **101917003**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 2,248
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 2,248
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	40%	37%	30%	13%	32%	44%	-	*	*	-	12%	20%	31%	25%	32%	16%
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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 2,248
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 2,248
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year’s report is not updated.

There is no data for this campus.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 2,248
 Grade Span: 09 - 12
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

			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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 2,248
 Grade Span: 09 - 12
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 2,248
 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													
2018-19	95.4%	94.4%	90.0%	88.2%	90.3%	86.5%	*	97.0%	-	*	88.0%	90.1%	89.1%
2017-18	95.4%	94.2%	90.0%	87.4%	90.3%	88.6%	*	96.9%	*	*	85.5%	90.4%	89.1%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	2.2%	3.4%	2.1%	1.7%	*	0.0%	-	*	1.7%	2.3%	3.5%
2017-18	1.9%	2.0%	2.0%	3.3%	1.9%	2.7%	*	0.0%	*	*	2.3%	1.8%	3.6%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	87.0%	85.5%	87.3%	83.3%	-	*	-	-	80.7%	86.9%	81.0%
Received TxCHSE	0.5%	0.3%	0.2%	0.0%	0.2%	0.0%	-	*	-	-	0.0%	0.2%	0.0%
Continued HS	3.7%	2.9%	4.0%	2.9%	4.2%	0.0%	-	*	-	-	9.1%	3.2%	3.6%
Dropped Out	5.9%	6.4%	8.8%	11.6%	8.3%	16.7%	-	*	-	-	10.2%	9.7%	15.5%
Graduates and TxCHSE	90.4%	90.7%	87.2%	85.5%	87.5%	83.3%	-	*	-	-	80.7%	87.1%	81.0%
Graduates, TxCHSE, and Continuers	94.1%	93.6%	91.2%	88.4%	91.7%	83.3%	-	*	-	-	89.8%	90.3%	84.5%
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%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	91.2%	86.6%	92.2%	78.3%	*	100.0%	*	*	79.6%	92.5%	82.1%
Received TxCHSE	0.6%	0.5%	0.4%	1.5%	0.3%	0.0%	*	0.0%	*	*	0.0%	0.3%	0.0%
Continued HS	1.1%	0.3%	0.3%	0.0%	0.3%	0.0%	*	0.0%	*	*	0.0%	0.2%	1.3%
Dropped Out	6.1%	6.7%	8.1%	11.9%	7.1%	21.7%	*	0.0%	*	*	20.4%	7.0%	16.7%
Graduates and TxCHSE	92.8%	93.0%	91.6%	88.1%	92.6%	78.3%	*	100.0%	*	*	79.6%	92.9%	82.1%
Graduates, TxCHSE, and Continuers	93.9%	93.3%	91.9%	88.1%	92.9%	78.3%	*	100.0%	*	*	79.6%	93.0%	83.3%
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%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	92.0%	88.9%	92.5%	83.3%	-	*	-	*	84.6%	92.9%	89.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 2,248
 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	0.7%	0.7%	0.9%	0.0%	0.6%	11.1%	-	*	-	*	1.9%	0.8%	0.0%
Continued HS	0.6%	0.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	6.8%	7.2%	11.1%	6.9%	5.6%	-	*	-	*	13.5%	6.3%	10.5%
Graduates and TxCHSE	93.2%	93.2%	92.8%	88.9%	93.1%	94.4%	-	*	-	*	86.5%	93.8%	89.5%
Graduates, TxCHSE, and Continuers	93.7%	93.2%	92.8%	88.9%	93.1%	94.4%	-	*	-	*	86.5%	93.8%	89.5%
Class of 2016													
Graduated	92.1%	93.5%	91.3%	88.1%	91.7%	85.7%	-	*	-	*	83.6%	91.9%	85.7%
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%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	85.8%	85.7%	85.8%	83.3%	-	*	-	-	76.6%	86.6%	81.0%
Class of 2018	90.0%	88.4%	87.3%	81.2%	88.4%	73.9%	*	100.0%	*	*	64.7%	88.3%	74.1%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	60.0%	*	*	-	-	-	-	-	-	60.0%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	1.4%	1.7%	1.3%	0.0%	-	*	-	-	7.6%	1.8%	0.0%
Class of 2018	5.0%	3.0%	4.2%	0.0%	4.4%	6.3%	*	0.0%	-	*	8.7%	3.8%	7.1%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	76.6%	62.7%	78.6%	66.7%	-	*	-	-	30.3%	77.3%	60.6%
Class of 2018	82.0%	81.6%	81.5%	68.5%	83.0%	87.5%	*	71.4%	-	*	21.7%	81.1%	75.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	78.0%	64.4%	79.9%	66.7%	-	*	-	-	37.9%	79.0%	60.6%
Class of 2018	86.8%	84.4%	85.5%	69.1%	87.1%	93.8%	*	71.4%	-	*	30.4%	84.7%	82.5%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	0.0%	-	*	*	-	-	-	-	-	*	-
2017-18	37.7%	7.8%	11.8%	*	12.5%	-	-	-	-	-	*	9.1%	*
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	1.5%	1.6%	1.5%	0.0%	-	*	-	-	6.9%	1.7%	0.0%
2017-18	4.9%	2.9%	4.0%	0.0%	4.2%	5.9%	*	0.0%	-	*	8.7%	3.8%	5.6%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	73.1%	58.7%	75.1%	66.7%	-	*	-	-	29.2%	73.0%	52.3%
2017-18	81.5%	81.7%	82.1%	67.3%	83.6%	88.2%	*	71.4%	-	*	21.7%	82.1%	79.2%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	73.9%	60.3%	75.9%	60.0%	-	*	-	-	36.1%	74.4%	52.3%
2017-18	85.1%	82.3%	84.1%	66.1%	85.7%	94.1%	*	71.4%	-	*	28.0%	84.2%	84.9%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 2,248
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	542	100.0%	3,595	355,615
By Ethnicity:				
African American	63	11.6%	253	43,953
Hispanic	466	86.0%	2,975	180,673
White	11	2.0%	198	105,577
American Indian	0	0.0%	6	1,293
Asian	2	0.4%	135	16,564
Pacific Islander	0	0.0%	2	537
Two or More Races	0	0.0%	26	7,018
By Graduation Type:				
Minimum H.S. Program	5	0.9%	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1	1,090
Foundation H.S. Program (No Endorsement)	141	26.0%	827	51,579
Foundation H.S. Program (Endorsement)	8	1.5%	34	15,160
Foundation H.S. Program (DLA)	388	71.6%	2,697	285,538
Special Education Graduates	78	14.4%	339	27,598
Economically Disadvantaged Graduates	416	76.8%	2,604	186,364
LEP Graduates	68	12.5%	374	25,189
At-Risk Graduates	304	56.1%	2,049	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,248
 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)													
2018-19	72.9%	65.1%	54.4%	43.7%	55.2%	77.3%	-	*	-	-	81.4%	53.7%	43.4%
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)													
2018-19	53.0%	45.6%	29.5%	12.7%	31.3%	36.4%	-	*	-	-	1.3%	29.8%	17.6%
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													
2018-19	60.7%	55.9%	46.1%	31.7%	47.2%	72.7%	-	*	-	-	10.3%	47.6%	16.2%
2017-18	58.2%	48.9%	42.9%	19.3%	43.7%	83.3%	*	71.4%	-	*	0.0%	43.4%	11.8%
Mathematics													
2018-19	48.6%	45.1%	28.8%	14.3%	30.3%	36.4%	-	*	-	-	5.1%	28.6%	5.9%
2017-18	46.0%	47.8%	42.2%	24.6%	42.4%	72.2%	*	71.4%	-	*	5.7%	43.6%	27.6%
Both Subjects													
2018-19	44.2%	38.7%	24.9%	12.7%	26.0%	36.4%	-	*	-	-	1.3%	25.2%	1.5%
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													
2018-19	23.1%	11.4%	2.8%	0.0%	3.2%	0.0%	-	*	-	-	0.0%	2.2%	0.0%
2017-18	20.7%	9.0%	3.4%	5.3%	2.8%	11.1%	*	14.3%	-	*	0.0%	3.9%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	10.5%	1.6%	11.8%	0.0%	-	*	-	-	0.0%	10.8%	16.2%
2017-18	20.4%	17.4%	14.3%	0.0%	15.0%	33.3%	*	28.6%	-	*	0.0%	14.0%	17.1%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2017-18	1.4%	0.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
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)													
2018-19	40.4%	33.5%	33.7%	33.3%	33.5%	45.5%	-	*	-	-	80.1%	32.7%	27.2%
2017-18	28.7%	24.6%	25.1%	26.3%	24.7%	22.2%	*	50.0%	-	*	70.0%	26.3%	16.4%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	4.6%	1.6%	5.2%	0.0%	-	*	-	-	2.6%	4.6%	4.4%
2017-18	4.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,248
 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)
2018-19	2.3%	5.0%	8.1%	14.3%	7.1%	18.2%	-	*	-	-	52.6%	7.0%	13.2%
2017-18	1.7%	3.3%	3.7%	10.5%	2.6%	5.6%	*	28.6%	-	*	57.1%	3.1%	1.3%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	40.4%	31.7%	41.4%	45.5%	-	*	-	-	34.6%	42.8%	26.5%
2017-18	38.7%	37.2%	40.3%	28.1%	41.5%	33.3%	*	57.1%	-	*	25.7%	43.4%	25.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	2.2%	3.2%	2.1%	0.0%	-	*	-	-	0.0%	1.9%	0.0%
2017-18	4.3%	1.3%	1.5%	1.8%	1.6%	0.0%	*	0.0%	-	*	0.0%	1.6%	2.6%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	4.8%	4.8%	4.5%	18.2%	-	*	-	-	33.3%	4.3%	5.9%
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)													
2018-19	0.6%	0.4%	0.2%	0.0%	0.2%	0.0%	-	*	-	-	0.0%	0.2%	0.0%
2017-18	0.6%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 2,248
 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													
2018-19	33.4%	24.3%	12.0%	11.1%	12.0%	18.2%	-	*	-	-	5.1%	11.5%	2.9%
2017-18	32.1%	22.7%	18.3%	3.5%	19.4%	22.2%	*	42.9%	-	*	0.0%	19.3%	7.9%
Mathematics													
2018-19	24.7%	24.1%	12.2%	3.2%	13.5%	9.1%	-	*	-	-	2.6%	11.5%	1.5%
2017-18	23.7%	25.7%	19.3%	7.0%	20.2%	22.2%	*	42.9%	-	*	0.0%	20.4%	15.8%
Both Subjects													
2018-19	18.8%	14.0%	4.2%	3.2%	4.3%	9.1%	-	*	-	-	1.3%	3.6%	0.0%
2017-18	18.1%	12.7%	7.2%	1.8%	7.6%	5.6%	*	28.6%	-	*	0.0%	8.2%	5.3%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	44.6%	33.3%	46.1%	45.5%	-	*	-	-	37.2%	46.4%	30.9%
2017-18	58.4%	54.0%	52.8%	40.4%	54.0%	44.4%	*	57.1%	-	*	42.9%	55.3%	34.2%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	17.2%	12.7%	17.8%	18.2%	-	*	-	-	0.0%	18.3%	11.8%
2017-18	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	5.7%	5.2%	4.8%	5.2%	9.1%	-	*	-	-	1.3%	5.5%	2.9%
2017-18	3.9%	7.1%	11.0%	10.5%	11.1%	11.1%	*	0.0%	-	*	5.7%	11.5%	11.8%
Both Subjects													
2018-19	2.6%	2.3%	2.2%	1.6%	2.4%	0.0%	-	*	-	-	0.0%	2.4%	1.5%
2017-18	0.9%	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													
2019	25.2%	24.4%	23.1%	10.3%	24.5%	16.7%	-	62.5%	-	-	n/a	22.7%	n/a
2018	25.8%	27.5%	23.4%	9.8%	24.7%	24.3%	*	50.0%	*	*	n/a	23.8%	n/a
English Language Arts													
2019	14.5%	13.8%	14.5%	8.5%	15.3%	4.2%	-	37.5%	-	-	n/a	14.6%	n/a
2018	15.3%	17.2%	15.3%	7.5%	16.2%	13.5%	*	25.0%	*	*	n/a	15.2%	n/a
Mathematics													
2019	7.4%	6.9%	6.5%	1.7%	7.0%	0.0%	-	25.0%	-	-	n/a	6.2%	n/a
2018	7.3%	7.8%	6.7%	0.8%	6.9%	13.5%	*	33.3%	*	*	n/a	6.4%	n/a
Science													
2019	10.4%	12.8%	11.5%	3.4%	12.3%	8.3%	-	50.0%	-	-	n/a	12.0%	n/a
2018	10.8%	15.9%	13.8%	3.8%	14.5%	18.9%	*	41.7%	*	*	n/a	13.6%	n/a
Social Studies													
2019	13.9%	11.5%	14.6%	6.0%	15.7%	0.0%	-	50.0%	-	-	n/a	14.2%	n/a
2018	14.5%	13.5%	16.0%	6.8%	16.9%	13.5%	*	50.0%	*	*	n/a	16.6%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	23.8%	8.3%	24.6%	*	-	40.0%	-	-	n/a	24.6%	n/a
2018	50.7%	37.0%	26.1%	7.7%	25.5%	55.6%	-	50.0%	-	-	n/a	25.2%	n/a
English Language Arts													
2019	41.2%	21.5%	5.5%	10.0%	4.7%	*	-	*	-	-	n/a	4.5%	n/a
2018	42.5%	18.5%	9.5%	10.0%	9.3%	0.0%	-	*	-	-	n/a	9.3%	n/a
Mathematics													
2019	52.2%	50.1%	19.2%	*	18.8%	-	-	*	-	-	n/a	21.1%	n/a

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 2,248
 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)
2018 Science	52.8%	42.4%	30.4%	*	25.6%	80.0%	-	*	-	-	n/a	31.2%	n/a
2019	40.6%	20.9%	3.8%	*	3.3%	*	-	*	-	-	n/a	4.5%	n/a
2018 Social Studies	38.0%	18.0%	7.4%	0.0%	6.4%	14.3%	-	40.0%	-	-	n/a	7.4%	n/a
2019	46.3%	28.3%	9.1%	14.3%	8.4%	-	-	*	-	-	n/a	8.5%	n/a
2018	44.6%	26.9%	12.7%	11.1%	11.4%	40.0%	-	33.3%	-	-	n/a	13.1%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	100.0%	96.8%	100.0%	100.0%	-	*	-	-	n/a	100.0%	n/a
2017-18	74.6%	53.5%	52.5%	66.7%	49.8%	88.9%	*	71.4%	-	*	n/a	53.0%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	14.6%	8.2%	15.0%	16.7%	-	*	-	-	n/a	15.5%	n/a
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													
2018-19	1027	934	884	824	890	928	-	*	-	-	n/a	886	n/a
2017-18	1036	1013	976	878	982	1055	-	*	-	-	n/a	970	n/a
English Language Arts and Writing													
2018-19	517	465	441	413	444	460	-	*	-	-	n/a	442	n/a
2017-18	521	506	489	444	492	537	-	*	-	-	n/a	486	n/a
Mathematics													
2018-19	510	468	444	411	446	468	-	*	-	-	n/a	444	n/a
2017-18	515	507	487	434	491	518	-	*	-	-	n/a	485	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	15.9	15.4	16.8	-	-	-	-	-	n/a	16.1	n/a
2017-18	20.6	20.5	20.3	*	20.3	*	-	*	-	-	n/a	20.0	n/a
English Language Arts													
2018-19	20.3	19.1	14.3	14.1	14.8	-	-	-	-	-	n/a	14.3	n/a
2017-18	20.3	20.0	20.0	*	20.0	*	-	*	-	-	n/a	19.6	n/a
Mathematics													
2018-19	20.4	19.9	17.4	16.8	18.4	-	-	-	-	-	n/a	17.5	n/a
2017-18	20.6	20.6	19.8	*	19.7	*	-	*	-	-	n/a	19.7	n/a
Science													
2018-19	20.8	20.2	16.9	16.4	17.8	-	-	-	-	-	n/a	17.4	n/a
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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 2,248
 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													
2018-19	44.6%	39.1%	37.3%	28.1%	38.4%	28.3%	*	71.4%	-	*	8.4%	37.8%	23.4%
2017-18	43.4%	36.4%	35.1%	23.4%	36.1%	36.9%	*	63.6%	*	*	6.5%	36.1%	17.7%
English Language Arts													
2018-19	17.8%	17.3%	18.5%	11.3%	19.4%	16.3%	*	21.4%	-	*	2.7%	19.2%	14.1%
2017-18	17.3%	17.1%	15.2%	9.9%	15.5%	20.3%	*	33.3%	*	*	1.9%	15.2%	7.4%
Mathematics													
2018-19	20.4%	17.0%	13.6%	10.1%	13.9%	9.5%	*	35.7%	-	*	1.0%	14.1%	3.7%
2017-18	20.7%	14.7%	13.5%	8.5%	13.8%	19.3%	*	30.0%	*	*	0.7%	13.8%	3.5%
Science													
2018-19	21.7%	12.7%	10.2%	6.5%	10.4%	11.6%	*	38.5%	-	*	1.7%	10.5%	2.0%
2017-18	21.2%	13.6%	12.3%	6.1%	12.5%	19.3%	*	31.6%	*	*	1.0%	12.6%	3.1%
Social Studies													
2018-19	23.6%	17.2%	15.8%	10.8%	16.2%	6.8%	*	64.3%	-	*	0.3%	15.6%	1.0%
2017-18	22.8%	18.8%	19.3%	10.5%	19.8%	20.3%	*	61.9%	*	*	0.9%	19.8%	2.1%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	43.7%	38.6%	43.1%	66.7%	*	85.7%	-	*	13.2%	43.6%	28.9%
2016-17	54.6%	54.0%	48.7%	52.5%	47.9%	58.8%	-	*	-	*	26.5%	48.9%	34.8%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	46.8%	13.6%	48.0%	66.7%	-	83.3%	-	-	0.0%	45.8%	22.7%
2016-17	59.2%	52.8%	45.5%	23.5%	46.8%	40.0%	-	*	-	-	8.3%	45.7%	6.3%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 2,248
Grade Span: 09 - 12
School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	2,248	100.0%	52,792	5,479,173	2,254	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	643	28.6%	8.3%	8.2%	643	28.5%	8.3%	8.2%
Grade 10	551	24.5%	7.7%	7.4%	551	24.4%	7.7%	7.4%
Grade 11	529	23.5%	7.4%	6.9%	529	23.5%	7.4%	6.9%
Grade 12	525	23.4%	7.1%	6.4%	531	23.6%	7.1%	6.4%
Ethnic Distribution:								
African American	225	10.0%	7.4%	12.6%	225	10.0%	7.4%	12.6%
Hispanic	1,958	87.1%	83.3%	52.8%	1,964	87.1%	83.3%	52.8%
White	40	1.8%	5.5%	27.0%	40	1.8%	5.5%	27.0%
American Indian	3	0.1%	0.1%	0.4%	3	0.1%	0.1%	0.4%
Asian	17	0.8%	3.0%	4.6%	17	0.8%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	5	0.2%	0.6%	2.5%	5	0.2%	0.7%	2.5%
Sex:								
Female	1,064	47.3%	48.4%	48.8%	1,066	47.3%	48.4%	48.8%
Male	1,184	52.7%	51.6%	51.2%	1,188	52.7%	51.6%	51.2%
Economically Disadvantaged	1,755	78.1%	78.8%	60.3%	1,755	77.9%	78.7%	60.2%
Non-Educationally Disadvantaged	493	21.9%	21.2%	39.7%	499	22.1%	21.3%	39.8%
Section 504 Students	115	5.1%	5.7%	6.9%	115	5.1%	5.7%	6.9%
English Learners (EL)	499	22.2%	29.0%	20.3%	499	22.1%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	144	5.4%	1.6%	1.5%				
Students w/ Dyslexia	73	3.2%	4.3%	4.1%	73	3.2%	4.3%	4.1%
Foster Care	2	0.1%	0.1%	0.3%	2	0.1%	0.1%	0.3%
Homeless	33	1.5%	1.2%	1.4%	33	1.5%	1.2%	1.4%
Immigrant	106	4.7%	2.8%	2.3%	106	4.7%	2.8%	2.3%
Migrant	5	0.2%	0.2%	0.3%	5	0.2%	0.2%	0.3%
Title I	0	0.0%	69.1%	65.1%	0	0.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	1,452	64.6%	58.9%	50.6%	1,457	64.6%	58.9%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 2,248
Grade Span: 09 - 12
School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	479	21.3%	27.4%	20.6%	479	21.3%	27.3%	20.6%
Career & Technical Education	1,380	61.4%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	624	27.8%	36.3%	50.8%	624	27.7%	36.2%	50.8%
Gifted & Talented Education	106	4.7%	5.4%	8.1%	106	4.7%	5.4%	8.1%
Special Education	279	12.4%	11.4%	10.5%	284	12.6%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	279							
By Type of Primary Disability								
Students with Intellectual Disabilities	184	65.9%	44.3%	42.4%				
Students with Physical Disabilities	5	1.8%	17.5%	21.4%				
Students with Autism	45	16.1%	20.6%	13.8%				
Students with Behavioral Disabilities	45	16.1%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	566	21.6%	16.3%	15.3%				
By Ethnicity:								
African American	119	4.5%						
Hispanic	420	16.0%						
White	19	0.7%						
American Indian	4	0.2%						
Asian	3	0.1%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	377	20.1%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	7.0%	4.8%	7.8%	18.6%	7.1%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 2,248
 Grade Span: 09 - 12
 School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	13.2	14.9	16.4
Foreign Languages	20.0	19.1	18.7
Mathematics	14.6	16.1	17.8
Science	14.6	16.9	18.8
Social Studies	15.5	15.7	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 2,248
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	200.5	100.0%	100.0%	100.0%
Professional Staff:	175.8	87.7%	58.1%	63.7%
Teachers	145.8	72.7%	44.9%	49.4%
Professional Support	22.1	11.0%	9.8%	10.2%
Campus Administration (School Leadership)	8.0	4.0%	2.3%	3.0%
Educational Aides:	24.7	12.3%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	7.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	98.2	48.9%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	22.6	15.5%	9.9%	10.8%
Hispanic	39.1	26.8%	36.6%	28.1%
White	73.3	50.3%	49.3%	57.7%
American Indian	1.0	0.7%	0.2%	0.3%
Asian	5.2	3.6%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	4.6	3.2%	1.0%	1.1%
Males	70.7	48.5%	24.5%	23.8%
Females	75.1	51.5%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	3.7	2.5%	0.8%	1.3%
Bachelors	105.9	72.6%	75.8%	73.4%
Masters	35.1	24.1%	22.4%	24.5%
Doctorate	1.1	0.7%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	11.0	7.5%	5.6%	7.4%
1-5 Years Experience	55.2	37.9%	32.5%	27.9%
6-10 Years Experience	36.3	24.9%	22.4%	19.4%
11-20 Years Experience	30.1	20.7%	27.9%	29.4%
Over 20 Years Experience	13.1	9.0%	11.6%	15.9%
Number of Students per Teacher	15.4	n/a	14.1	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 2,248
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	7.8	6.2
Average Years Experience of Principals with District	4.0	7.5	5.3
Average Years Experience of Assistant Principals	4.3	6.9	5.3
Average Years Experience of Assistant Principals with District	4.3	6.6	4.7
Average Years Experience of Teachers:	9.1	9.9	11.1
Average Years Experience of Teachers with District:	6.6	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$45,244	\$55,037	\$49,868
1-5 Years Experience	\$56,764	\$57,238	\$52,823
6-10 Years Experience	\$60,125	\$60,106	\$55,756
11-20 Years Experience	\$60,733	\$60,422	\$59,308
Over 20 Years Experience	\$67,342	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,510	\$59,499	\$57,091
Professional Support	\$76,246	\$73,749	\$67,352
Campus Administration (School Leadership)	\$103,130	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 2,248
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.8	1.2%	13.2%	6.5%
Career & Technical Education	14.6	10.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	81.5	55.9%	64.1%	70.9%
Special Education	32.1	22.0%	14.2%	9.3%
Other	15.7	10.8%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **DOBIE H S**

Campus Number: **101917004**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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%	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 3,888
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	77%	74%	73%	67%	72%	81%	*	85%	67%	78%	34%	59%	75%	65%	71%	58%
	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%
	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%
	2019	48%	42%	46%	37%	45%	51%	*	66%	-	69%	11%	32%	49%	34%	43%	30%
At Meets Grade Level or Above	2018	46%	39%	39%	28%	38%	54%	*	60%	*	43%	9%	15%	41%	30%	36%	20%
	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%
	2019	52%	47%	65%	56%	66%	68%	*	79%	-	90%	36%	30%	70%	54%	65%	63%
At Meets Grade Level or Above	2018	50%	43%	35%	31%	35%	33%	-	58%	-	33%	13%	29%	37%	32%	36%	31%
	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%
	2019	54%	50%	58%	54%	56%	66%	*	73%	-	93%	18%	56%	63%	42%	56%	37%
At Meets Grade Level or Above	2018	51%	47%	56%	50%	53%	69%	*	83%	-	50%	17%	46%	60%	46%	54%	35%
	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%
	2019	55%	54%	76%	71%	74%	88%	-	86%	*	86%	24%	*	79%	64%	74%	49%
At Meets Grade Level or Above	2018	53%	52%	73%	62%	72%	84%	-	85%	*	94%	33%	*	76%	61%	71%	50%
	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 3,888
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 3,888
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 3,888
 Grade Span: 09 - 12
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 3,888
 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													
2018-19	95.4%	94.4%	93.5%	92.9%	93.2%	93.2%	*	96.6%	*	92.3%	91.0%	93.2%	92.9%
2017-18	95.4%	94.2%	93.1%	92.2%	92.7%	92.5%	*	97.1%	*	92.6%	90.5%	93.0%	92.8%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	1.6%	1.9%	1.7%	2.1%	0.0%	0.2%	*	3.6%	3.1%	1.9%	3.5%
2017-18	1.9%	2.0%	2.2%	2.1%	2.4%	2.6%	*	0.5%	*	1.9%	2.4%	2.2%	4.1%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	90.6%	88.2%	90.1%	94.1%	-	95.6%	*	86.7%	81.8%	89.4%	81.9%
Received TxCHSE	0.5%	0.3%	0.4%	1.5%	0.2%	0.0%	-	1.1%	*	0.0%	0.0%	0.3%	1.2%
Continued HS	3.7%	2.9%	2.4%	1.5%	2.7%	0.0%	-	2.2%	*	6.7%	6.1%	2.3%	1.2%
Dropped Out	5.9%	6.4%	6.6%	8.8%	7.0%	5.9%	-	1.1%	*	6.7%	12.1%	7.9%	15.7%
Graduates and TxCHSE	90.4%	90.7%	91.0%	89.7%	90.3%	94.1%	-	96.7%	*	86.7%	81.8%	89.8%	83.1%
Graduates, TxCHSE, and Continuers	94.1%	93.6%	93.4%	91.2%	93.0%	94.1%	-	98.9%	*	93.3%	87.9%	92.1%	84.3%
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%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	92.9%	94.1%	92.1%	92.9%	*	98.0%	*	80.0%	88.0%	92.8%	79.6%
Received TxCHSE	0.6%	0.5%	0.6%	0.5%	0.5%	1.8%	*	1.0%	*	0.0%	0.0%	0.4%	0.0%
Continued HS	1.1%	0.3%	0.2%	0.0%	0.1%	1.8%	*	0.0%	*	0.0%	1.3%	0.1%	0.0%
Dropped Out	6.1%	6.7%	6.3%	5.3%	7.3%	3.6%	*	1.0%	*	20.0%	10.7%	6.7%	20.4%
Graduates and TxCHSE	92.8%	93.0%	93.5%	94.7%	92.6%	94.6%	*	99.0%	*	80.0%	88.0%	93.2%	79.6%
Graduates, TxCHSE, and Continuers	93.9%	93.3%	93.7%	94.7%	92.7%	96.4%	*	99.0%	*	80.0%	89.3%	93.3%	79.6%
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%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	92.1%	90.7%	92.2%	88.8%	-	97.2%	*	75.0%	82.8%	90.8%	68.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 3,888
 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	0.7%	0.7%	0.6%	1.0%	0.5%	0.0%	-	0.0%	*	12.5%	1.7%	0.5%	2.1%
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	6.3%	6.8%	7.4%	8.2%	7.4%	11.3%	-	2.8%	*	12.5%	15.5%	8.7%	29.8%
Graduates and TxCHSE	93.2%	93.2%	92.6%	91.8%	92.6%	88.8%	-	97.2%	*	87.5%	84.5%	91.3%	70.2%
Graduates, TxCHSE, and Continuers	93.7%	93.2%	92.6%	91.8%	92.6%	88.8%	-	97.2%	*	87.5%	84.5%	91.3%	70.2%
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%
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%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	89.5%	86.4%	89.2%	92.3%	-	95.6%	*	86.7%	76.1%	88.2%	81.0%
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%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	*	-	*	-	-	*	-	-	-	*	*
Class of 2018	68.5%	59.3%	100.0%	*	*	*	-	*	-	-	-	*	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	0.1%	0.0%	0.2%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
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%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	79.4%	76.7%	76.1%	87.2%	-	97.6%	*	100.0%	47.8%	77.5%	70.3%
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%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	79.5%	76.7%	76.1%	87.2%	-	97.7%	*	100.0%	47.8%	77.5%	71.6%
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%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	10.0%	*	16.7%	*	-	*	-	-	*	0.0%	-
2017-18	37.7%	7.8%	14.3%	*	8.3%	*	-	*	-	-	*	14.3%	*
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	4.9%	2.9%	3.0%	3.6%	3.6%	0.0%	*	0.0%	*	0.0%	6.3%	3.1%	5.7%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	76.6%	72.4%	74.0%	87.5%	*	89.6%	*	92.9%	42.3%	75.1%	68.3%
2017-18	81.5%	81.7%	81.8%	74.7%	80.8%	94.1%	*	94.5%	*	81.8%	66.7%	80.6%	58.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	75.8%	71.9%	73.4%	85.7%	*	87.8%	*	92.9%	40.7%	74.4%	68.3%
2017-18	85.1%	82.3%	83.3%	76.9%	83.0%	88.9%	*	93.6%	*	81.8%	69.2%	82.0%	63.0%

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Graduation Profile

Total Students: 3,888
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	867	100.0%	3,595	355,615
By Ethnicity:				
African American	128	14.8%	253	43,953
Hispanic	574	66.2%	2,975	180,673
White	50	5.8%	198	105,577
American Indian	1	0.1%	6	1,293
Asian	99	11.4%	135	16,564
Pacific Islander	1	0.1%	2	537
Two or More Races	14	1.6%	26	7,018
By Graduation Type:				
Minimum H.S. Program	9	1.0%	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	1	0.1%	1	1,090
Foundation H.S. Program (No Endorsement)	207	23.9%	827	51,579
Foundation H.S. Program (Endorsement)	0	0.0%	34	15,160
Foundation H.S. Program (DLA)	650	75.0%	2,697	285,538
Special Education Graduates	62	7.2%	339	27,598
Economically Disadvantaged Graduates	548	63.2%	2,604	186,364
LEP Graduates	61	7.0%	374	25,189
At-Risk Graduates	376	43.4%	2,049	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 3,888
 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)													
2018-19	72.9%	65.1%	62.1%	48.4%	60.7%	66.0%	*	84.8%	*	60.7%	77.4%	59.0%	43.4%
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)													
2018-19	53.0%	45.6%	45.6%	29.7%	43.6%	48.0%	*	75.8%	*	42.9%	4.8%	42.7%	24.6%
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													
2018-19	60.7%	55.9%	56.7%	49.2%	53.7%	72.0%	*	74.7%	*	64.3%	4.8%	54.2%	19.7%
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													
2018-19	48.6%	45.1%	45.6%	29.7%	42.0%	48.0%	*	84.8%	*	42.9%	8.1%	43.1%	37.7%
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													
2018-19	44.2%	38.7%	39.6%	25.8%	35.9%	48.0%	*	72.7%	*	42.9%	4.8%	36.9%	18.0%
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													
2018-19	23.1%	11.4%	13.1%	9.4%	13.6%	6.0%	*	19.2%	*	7.1%	0.0%	12.6%	0.0%
2017-18	20.7%	9.0%	12.1%	9.2%	12.3%	14.8%	*	16.0%	*	0.0%	0.0%	10.0%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	20.1%	7.0%	18.1%	22.0%	*	45.5%	*	35.7%	0.0%	19.2%	9.8%
2017-18	20.4%	17.4%	20.1%	8.6%	18.5%	22.2%	*	53.2%	*	9.1%	1.5%	20.2%	22.2%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	1.4%	0.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
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)													
2018-19	40.4%	33.5%	27.1%	26.6%	27.2%	28.0%	*	27.3%	*	28.6%	77.4%	27.1%	21.3%
2017-18	28.7%	24.6%	21.2%	26.7%	19.2%	27.8%	*	19.1%	*	40.9%	76.2%	22.6%	11.1%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	1.5%	1.6%	1.4%	0.0%	*	3.0%	*	0.0%	0.0%	1.8%	0.0%
2017-18	4.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 3,888
 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)
2018-19	2.3%	5.0%	3.7%	3.9%	3.8%	0.0%	*	5.1%	*	0.0%	41.9%	3.3%	4.9%
2017-18	1.7%	3.3%	1.7%	3.4%	1.2%	3.7%	*	0.0%	*	9.1%	20.0%	2.1%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	39.8%	37.5%	40.8%	36.0%	*	39.4%	*	42.9%	24.2%	41.4%	31.1%
2017-18	38.7%	37.2%	32.1%	34.5%	31.0%	25.9%	*	38.3%	*	45.5%	30.8%	33.9%	9.3%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	1.4%	0.0%	1.4%	6.0%	*	0.0%	*	7.1%	0.0%	1.3%	0.0%
2017-18	4.3%	1.3%	0.8%	1.7%	0.4%	3.7%	*	0.0%	*	0.0%	0.0%	1.2%	1.9%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	2.5%	3.9%	2.4%	4.0%	*	1.0%	*	0.0%	35.5%	2.6%	1.6%
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)													
2018-19	0.6%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.6%	0.2%	0.3%	0.0%	0.3%	1.9%	*	0.0%	*	0.0%	0.0%	0.2%	0.0%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 3,888
 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													
2018-19	33.4%	24.3%	17.4%	16.4%	19.0%	16.0%	*	11.1%	*	7.1%	0.0%	17.2%	6.6%
2017-18	32.1%	22.7%	21.7%	20.1%	23.6%	20.4%	*	12.8%	*	9.1%	9.2%	18.8%	7.4%
Mathematics													
2018-19	24.7%	24.1%	17.3%	14.8%	18.3%	8.0%	*	20.2%	*	7.1%	4.8%	16.6%	18.0%
2017-18	23.7%	25.7%	22.6%	14.4%	25.2%	18.5%	*	22.3%	*	0.0%	4.6%	23.2%	18.5%
Both Subjects													
2018-19	18.8%	14.0%	7.4%	5.5%	8.4%	4.0%	*	5.1%	*	7.1%	0.0%	6.8%	1.6%
2017-18	18.1%	12.7%	12.1%	8.6%	12.9%	14.8%	*	11.7%	*	0.0%	4.6%	10.9%	5.6%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	44.9%	43.0%	46.7%	38.0%	*	40.4%	*	50.0%	30.6%	46.7%	34.4%
2017-18	58.4%	54.0%	50.5%	44.8%	52.4%	35.2%	*	55.3%	*	54.5%	46.2%	52.2%	24.1%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	2.1%	2.3%	2.4%	2.0%	*	0.0%	*	0.0%	0.0%	1.5%	4.9%
2017-18	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	5.7%	3.0%	3.1%	3.5%	2.0%	*	1.0%	*	0.0%	0.0%	2.4%	9.8%
2017-18	3.9%	7.1%	3.4%	3.4%	3.8%	1.9%	*	0.0%	*	18.2%	1.5%	3.7%	3.7%
Both Subjects													
2018-19	2.6%	2.3%	1.0%	0.8%	1.2%	2.0%	*	0.0%	*	0.0%	0.0%	0.4%	4.9%
2017-18	0.9%	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													
2019	25.2%	24.4%	23.2%	11.2%	20.1%	23.6%	*	57.9%	*	32.0%	n/a	20.7%	n/a
2018	25.8%	27.5%	25.7%	13.9%	23.3%	26.5%	*	61.8%	*	20.7%	n/a	22.7%	n/a
English Language Arts													
2019	14.5%	13.8%	16.4%	9.5%	13.6%	19.8%	*	40.6%	*	24.0%	n/a	14.1%	n/a
2018	15.3%	17.2%	16.4%	9.0%	14.3%	17.7%	*	41.7%	*	20.7%	n/a	13.9%	n/a
Mathematics													
2019	7.4%	6.9%	9.0%	3.2%	6.3%	8.5%	*	32.2%	*	24.0%	n/a	8.3%	n/a
2018	7.3%	7.8%	9.7%	5.0%	7.2%	10.6%	*	35.7%	*	3.4%	n/a	8.2%	n/a
Science													
2019	10.4%	12.8%	12.4%	2.8%	9.1%	15.1%	*	45.0%	*	12.0%	n/a	11.1%	n/a
2018	10.8%	15.9%	18.2%	7.4%	15.3%	20.4%	*	55.8%	*	17.2%	n/a	16.6%	n/a
Social Studies													
2019	13.9%	11.5%	11.3%	4.2%	7.7%	17.0%	*	40.1%	*	16.0%	n/a	10.4%	n/a
2018	14.5%	13.5%	11.3%	3.1%	8.9%	15.0%	*	38.7%	*	17.2%	n/a	10.9%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	52.9%	40.6%	47.4%	68.0%	-	63.2%	-	75.0%	n/a	53.4%	n/a
2018	50.7%	37.0%	44.7%	37.8%	37.3%	53.3%	-	64.2%	-	50.0%	n/a	45.5%	n/a
English Language Arts													
2019	41.2%	21.5%	33.7%	29.6%	29.9%	57.1%	-	35.4%	-	50.0%	n/a	35.1%	n/a
2018	42.5%	18.5%	29.8%	20.7%	22.2%	35.0%	-	49.4%	-	33.3%	n/a	29.6%	n/a
Mathematics													
2019	52.2%	50.1%	62.0%	66.7%	57.1%	66.7%	-	64.6%	-	83.3%	n/a	58.0%	n/a

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 3,888
 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)
2018 Science	52.8%	42.4%	47.2%	43.8%	37.4%	58.3%	-	59.2%	-	*	n/a	50.0%	n/a
2019	40.6%	20.9%	37.4%	37.5%	26.8%	50.0%	-	48.4%	-	*	n/a	37.0%	n/a
2018 Social Studies	38.0%	18.0%	24.6%	20.8%	19.0%	26.1%	-	36.0%	-	20.0%	n/a	24.7%	n/a
2019	46.3%	28.3%	39.5%	41.7%	31.6%	44.4%	-	46.9%	-	*	n/a	38.9%	n/a
2018	44.6%	26.9%	43.1%	70.0%	36.6%	47.1%	-	49.4%	-	40.0%	n/a	44.4%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	100.0%	97.7%	100.0%	100.0%	*	100.0%	*	100.0%	n/a	100.0%	n/a
2017-18	74.6%	53.5%	54.7%	58.0%	49.3%	50.0%	*	88.3%	*	72.7%	n/a	52.8%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	28.0%	14.4%	23.8%	37.3%	*	62.7%	*	35.7%	n/a	26.0%	n/a
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													
2018-19	1027	934	953	895	933	988	*	1112	*	1034	n/a	942	n/a
2017-18	1036	1013	1041	973	1029	1142	*	1137	-	1023	n/a	1028	n/a
English Language Arts and Writing													
2018-19	517	465	476	455	467	496	*	534	*	514	n/a	469	n/a
2017-18	521	506	520	489	517	582	*	548	-	516	n/a	512	n/a
Mathematics													
2018-19	510	468	477	440	466	492	*	577	*	521	n/a	473	n/a
2017-18	515	507	521	484	512	560	*	589	-	507	n/a	516	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	21.4	17.7	20.7	23.0	-	25.0	-	*	n/a	21.4	n/a
2017-18	20.6	20.5	21.2	19.1	20.4	*	-	24.1	-	*	n/a	21.3	n/a
English Language Arts													
2018-19	20.3	19.1	20.9	17.3	20.3	22.4	-	24.4	-	*	n/a	20.9	n/a
2017-18	20.3	20.0	20.6	18.6	19.9	*	-	23.6	-	*	n/a	20.7	n/a
Mathematics													
2018-19	20.4	19.9	21.5	17.3	20.9	24.0	-	25.2	-	*	n/a	21.4	n/a
2017-18	20.6	20.6	21.5	19.2	20.7	*	-	24.5	-	*	n/a	21.5	n/a
Science													
2018-19	20.8	20.2	21.5	18.1	20.9	22.4	-	25.2	-	*	n/a	21.7	n/a
2017-18	20.9	20.8	21.3	19.4	20.6	*	-	24.2	-	*	n/a	21.4	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 3,888
 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													
2018-19	44.6%	39.1%	38.8%	26.1%	37.5%	42.1%	0.0%	66.1%	*	46.0%	9.0%	37.3%	23.0%
2017-18	43.4%	36.4%	37.8%	25.0%	36.6%	37.8%	*	66.9%	*	34.6%	6.2%	36.1%	22.2%
English Language Arts													
2018-19	17.8%	17.3%	16.9%	11.6%	15.8%	17.2%	0.0%	31.8%	*	18.0%	4.2%	16.0%	10.9%
2017-18	17.3%	17.1%	16.5%	11.9%	15.7%	13.9%	*	30.9%	*	16.0%	0.6%	15.3%	11.0%
Mathematics													
2018-19	20.4%	17.0%	17.0%	10.2%	15.9%	16.6%	0.0%	33.9%	*	30.0%	0.7%	16.0%	7.6%
2017-18	20.7%	14.7%	17.9%	10.5%	17.4%	18.1%	*	33.6%	*	14.0%	1.0%	16.6%	5.9%
Science													
2018-19	21.7%	12.7%	9.5%	3.1%	8.0%	12.2%	0.0%	27.6%	*	12.2%	0.7%	8.8%	2.2%
2017-18	21.2%	13.6%	13.0%	6.3%	11.8%	13.2%	*	30.3%	*	20.8%	0.6%	11.6%	1.3%
Social Studies													
2018-19	23.6%	17.2%	19.8%	10.7%	16.8%	23.9%	0.0%	50.8%	*	22.4%	0.6%	18.0%	1.1%
2017-18	22.8%	18.8%	19.9%	9.5%	17.6%	22.7%	*	50.1%	*	18.4%	1.2%	19.0%	1.6%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	62.4%	55.2%	61.9%	48.1%	*	87.2%	*	54.5%	33.8%	60.2%	43.9%
2016-17	54.6%	54.0%	58.3%	54.2%	56.5%	50.0%	-	82.6%	*	33.3%	31.5%	57.2%	39.5%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	56.4%	39.3%	55.3%	70.8%	*	77.9%	*	50.0%	13.0%	54.0%	16.0%
2016-17	59.2%	52.8%	52.4%	52.2%	46.1%	60.0%	-	74.7%	-	*	11.8%	50.5%	26.7%

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information**

Total Students: 3,888
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	3,888	100.0%	52,792	5,479,173	3,897	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	954	24.5%	8.3%	8.2%	954	24.5%	8.3%	8.2%
Grade 10	1,001	25.7%	7.7%	7.4%	1,001	25.7%	7.7%	7.4%
Grade 11	990	25.5%	7.4%	6.9%	990	25.4%	7.4%	6.9%
Grade 12	943	24.3%	7.1%	6.4%	952	24.4%	7.1%	6.4%
Ethnic Distribution:								
African American	671	17.3%	7.4%	12.6%	672	17.2%	7.4%	12.6%
Hispanic	2,548	65.5%	83.3%	52.8%	2,556	65.6%	83.3%	52.8%
White	228	5.9%	5.5%	27.0%	228	5.9%	5.5%	27.0%
American Indian	3	0.1%	0.1%	0.4%	3	0.1%	0.1%	0.4%
Asian	390	10.0%	3.0%	4.6%	390	10.0%	3.0%	4.6%
Pacific Islander	3	0.1%	0.1%	0.2%	3	0.1%	0.1%	0.2%
Two or More Races	45	1.2%	0.6%	2.5%	45	1.2%	0.7%	2.5%
Sex:								
Female	1,900	48.9%	48.4%	48.8%	1,906	48.9%	48.4%	48.8%
Male	1,988	51.1%	51.6%	51.2%	1,991	51.1%	51.6%	51.2%
Economically Disadvantaged	2,518	64.8%	78.8%	60.3%	2,521	64.7%	78.7%	60.2%
Non-Educationally Disadvantaged	1,370	35.2%	21.2%	39.7%	1,376	35.3%	21.3%	39.8%
Section 504 Students	248	6.4%	5.7%	6.9%	248	6.4%	5.7%	6.9%
English Learners (EL)	352	9.1%	29.0%	20.3%	352	9.0%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	118	2.9%	1.6%	1.5%				
Students w/ Dyslexia	166	4.3%	4.3%	4.1%	166	4.3%	4.3%	4.1%
Foster Care	2	0.1%	0.1%	0.3%	2	0.1%	0.1%	0.3%
Homeless	21	0.5%	1.2%	1.4%	21	0.5%	1.2%	1.4%
Immigrant	124	3.2%	2.8%	2.3%	124	3.2%	2.8%	2.3%
Migrant	7	0.2%	0.2%	0.3%	7	0.2%	0.2%	0.3%
Title I	0	0.0%	69.1%	65.1%	0	0.0%	69.1%	65.1%
Military Connected	1	0.0%	0.1%	1.9%	1	0.0%	0.1%	1.9%
At-Risk	1,631	41.9%	58.9%	50.6%	1,637	42.0%	58.9%	50.5%

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information**

Total Students: 3,888
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	305	7.8%	27.4%	20.6%	305	7.8%	27.3%	20.6%
Career & Technical Education	2,316	59.6%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	1,039	26.7%	36.3%	50.8%	1,041	26.7%	36.2%	50.8%
Gifted & Talented Education	248	6.4%	5.4%	8.1%	248	6.4%	5.4%	8.1%
Special Education	354	9.1%	11.4%	10.5%	362	9.3%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	354							
By Type of Primary Disability								
Students with Intellectual Disabilities	223	63.0%	44.3%	42.4%				
Students with Physical Disabilities	16	4.5%	17.5%	21.4%				
Students with Autism	56	15.8%	20.6%	13.8%				
Students with Behavioral Disabilities	59	16.7%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	505	12.6%	16.3%	15.3%				
By Ethnicity:								
African American	129	3.2%						
Hispanic	310	7.7%						
White	31	0.8%						
American Indian	2	0.0%						
Asian	24	0.6%						
Pacific Islander	0	0.0%						
Two or More Races	9	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	267	9.1%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	1.1%	4.8%	7.8%	2.4%	7.1%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 3,888
 Grade Span: 09 - 12
 School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	17.0	14.9	16.4
Foreign Languages	15.8	19.1	18.7
Mathematics	19.3	16.1	17.8
Science	19.5	16.9	18.8
Social Studies	18.0	15.7	19.3

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 3,888
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	317.1	100.0%	100.0%	100.0%
Professional Staff:	283.8	89.5%	58.1%	63.7%
Teachers	236.9	74.7%	44.9%	49.4%
Professional Support	33.0	10.4%	9.8%	10.2%
Campus Administration (School Leadership)	13.9	4.4%	2.3%	3.0%
Educational Aides:	33.3	10.5%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	3.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	11.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	135.7	42.8%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	35.2	14.8%	9.9%	10.8%
Hispanic	53.4	22.5%	36.6%	28.1%
White	132.9	56.1%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	13.0	5.5%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	2.4	1.0%	1.0%	1.1%
Males	107.3	45.3%	24.5%	23.8%
Females	129.6	54.7%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	170.7	72.1%	75.8%	73.4%
Masters	63.2	26.7%	22.4%	24.5%
Doctorate	3.0	1.3%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.7	2.4%	5.6%	7.4%
1-5 Years Experience	67.0	28.3%	32.5%	27.9%
6-10 Years Experience	47.6	20.1%	22.4%	19.4%
11-20 Years Experience	74.2	31.3%	27.9%	29.4%
Over 20 Years Experience	42.4	17.9%	11.6%	15.9%
Number of Students per Teacher	16.4	n/a	14.1	15.1

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 3,888
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.8	6.2
Average Years Experience of Principals with District	4.0	7.5	5.3
Average Years Experience of Assistant Principals	7.1	6.9	5.3
Average Years Experience of Assistant Principals with District	6.9	6.6	4.7
Average Years Experience of Teachers:	11.9	9.9	11.1
Average Years Experience of Teachers with District:	9.2	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,596	\$55,037	\$49,868
1-5 Years Experience	\$58,229	\$57,238	\$52,823
6-10 Years Experience	\$60,509	\$60,106	\$55,756
11-20 Years Experience	\$61,457	\$60,422	\$59,308
Over 20 Years Experience	\$65,087	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$60,863	\$59,499	\$57,091
Professional Support	\$75,848	\$73,749	\$67,352
Campus Administration (School Leadership)	\$101,233	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 3,888
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	2.5	1.0%	13.2%	6.5%
Career & Technical Education	21.3	9.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	144.3	60.9%	64.1%	70.9%
Special Education	40.9	17.3%	14.2%	9.3%
Other	27.9	11.8%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **TEGELER CAREER CENTER**

Campus Number: **101917007**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**
(evaluated with alternative education accountability provisions)

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 345
 Grade Span: 07 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 345
 Grade Span: 07 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 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%
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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 345
 Grade Span: 07 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 345
 Grade Span: 07 - 12
 School Type: High School

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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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	58	*	54	*	-	-	-	-	*	-	54	80	57	57
	2018	76	77	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Mathematics	2019	62	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	82	87	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 345
 Grade Span: 07 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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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	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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 345
 Grade Span: 07 - 12
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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			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%	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	14%	10%	0%	-	-	-	-	-	-	*	-	*	*	*	*
	2018	13%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-
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%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 345
 Grade Span: 07 - 12
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	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%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2019	45%	48%	54%	-	-	-	-	-	55%	-	55%	*	55%	46%
	2018	47%	48%	-	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 345
 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													
2018-19	95.4%	94.4%	92.6%	93.2%	92.8%	89.6%	*	-	-	*	86.9%	92.9%	93.7%
2017-18	95.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	3.1%	0.0%	3.0%	5.6%	*	-	-	-	9.1%	3.8%	2.9%
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 345
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	2.8%	*	1.6%	16.7%	-	-	-	-	*	0.0%	0.0%
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	81.7%	*	84.4%	66.7%	-	-	-	-	*	86.4%	84.2%
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	84.5%	*	85.9%	83.3%	-	-	-	-	*	86.4%	84.2%
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 345
 Grade Span: 07 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	71	100.0%	3,595	355,615
By Ethnicity:				
African American	1	1.4%	253	43,953
Hispanic	64	90.1%	2,975	180,673
White	6	8.5%	198	105,577
American Indian	0	0.0%	6	1,293
Asian	0	0.0%	135	16,564
Pacific Islander	0	0.0%	2	537
Two or More Races	0	0.0%	26	7,018
By Graduation Type:				
Minimum H.S. Program	0	0.0%	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1	1,090
Foundation H.S. Program (No Endorsement)	11	15.5%	827	51,579
Foundation H.S. Program (Endorsement)	2	2.8%	34	15,160
Foundation H.S. Program (DLA)	58	81.7%	2,697	285,538
Special Education Graduates	1	1.4%	339	27,598
Economically Disadvantaged Graduates	59	83.1%	2,604	186,364
LEP Graduates	19	26.8%	374	25,189
At-Risk Graduates	68	95.8%	2,049	146,432

	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)													
2018-19	72.9%	65.1%	81.7%	*	80.5%	91.7%	-	-	-	-	*	81.4%	84.2%
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	78.9%	*	78.1%	83.3%	-	-	-	-	*	79.7%	78.9%
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	93.0%	*	92.2%	100.0%	-	-	-	-	*	94.9%	94.7%
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	81.7%	*	81.3%	83.3%	-	-	-	-	*	81.4%	78.9%
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	78.9%	*	78.1%	83.3%	-	-	-	-	*	79.7%	78.9%
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	0.0%
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	0.0%
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	0.0%
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	0.0%
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	16.9%	*	15.6%	33.3%	-	-	-	-	*	14.4%	13.2%
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	0.0%
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 345
 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)
2018-19	2.3%	5.0%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	0.0%
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	32.4%	*	31.3%	50.0%	-	-	-	-	*	28.8%	26.3%
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	0.0%
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	1.4%	*	0.0%	16.7%	-	-	-	-	*	0.0%	0.0%
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	0.0%
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 345
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	18.3%	*	14.1%	50.0%	-	-	-	-	*	16.9%	5.3%
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	2.8%	*	3.1%	0.0%	-	-	-	-	*	1.7%	0.0%
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	1.4%	*	1.6%	0.0%	-	-	-	-	*	1.7%	0.0%
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	43.7%	*	42.2%	66.7%	-	-	-	-	*	39.0%	36.8%
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	93.0%	*	92.2%	100.0%	-	-	-	-	*	94.9%	94.7%
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	80.3%	*	79.7%	83.3%	-	-	-	-	*	81.4%	78.9%
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	77.5%	*	76.6%	83.3%	-	-	-	-	*	79.7%	78.9%
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	0.0%	*	0.0%	0.0%	*	-	-	-	n/a	0.0%	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	0.0%	*	0.0%	0.0%	*	-	-	-	n/a	0.0%	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	0.0%	*	0.0%	0.0%	*	-	-	-	n/a	0.0%	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	0.0%	*	0.0%	0.0%	*	-	-	-	n/a	0.0%	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	0.0%	*	0.0%	0.0%	*	-	-	-	n/a	0.0%	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 345
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	2.8%	*	1.6%	16.7%	-	-	-	-	n/a	3.3%	n/a
2017-18	74.6%	53.5%	?	-	?	-	-	-	-	-	n/a	?	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	*	-	*	*	-	-	-	-	n/a	*	n/a
2017-18	37.9%	35.1%	*	-	*	-	-	-	-	-	n/a	*	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	*	-	*	*	-	-	-	-	n/a	*	n/a
2017-18	1036	1013	*	-	*	-	-	-	-	-	n/a	*	n/a
English Language Arts and Writing													
2018-19	517	465	*	-	*	*	-	-	-	-	n/a	*	n/a
2017-18	521	506	*	-	*	-	-	-	-	-	n/a	*	n/a
Mathematics													
2018-19	510	468	*	-	*	*	-	-	-	-	n/a	*	n/a
2017-18	515	507	*	-	*	-	-	-	-	-	n/a	*	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 345
 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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	39.1%	11.3%	0.0%	12.9%	0.0%	*	-	-	-	11.1%	11.7%	9.7%
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	0.4%	0.0%	0.5%	0.0%	*	-	-	-	0.0%	0.5%	0.0%
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	-	0.0%	0.0%	0.0%
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	0.0%	0.0%	0.0%	0.0%	*	-	-	-	0.0%	0.0%	0.0%
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	0.0%	0.0%	0.0%	0.0%	*	-	-	-	0.0%	0.0%	0.0%
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 345
 Grade Span: 07 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	345	100.0%	52,792	5,479,173	345	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	44	12.8%	7.8%	7.7%	44	12.8%	7.8%	7.7%
Grade 8	72	20.9%	7.3%	7.5%	72	20.9%	7.3%	7.5%
Grade 9	73	21.2%	8.3%	8.2%	73	21.2%	8.3%	8.2%
Grade 10	50	14.5%	7.7%	7.4%	50	14.5%	7.7%	7.4%
Grade 11	47	13.6%	7.4%	6.9%	47	13.6%	7.4%	6.9%
Grade 12	59	17.1%	7.1%	6.4%	59	17.1%	7.1%	6.4%
Ethnic Distribution:								
African American	21	6.1%	7.4%	12.6%	21	6.1%	7.4%	12.6%
Hispanic	300	87.0%	83.3%	52.8%	300	87.0%	83.3%	52.8%
White	21	6.1%	5.5%	27.0%	21	6.1%	5.5%	27.0%
American Indian	1	0.3%	0.1%	0.4%	1	0.3%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.6%	0	0.0%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	2	0.6%	0.6%	2.5%	2	0.6%	0.7%	2.5%
Sex:								
Female	192	55.7%	48.4%	48.8%	192	55.7%	48.4%	48.8%
Male	153	44.3%	51.6%	51.2%	153	44.3%	51.6%	51.2%
Economically Disadvantaged	274	79.4%	78.8%	60.3%	274	79.4%	78.7%	60.2%
Non-Educationally Disadvantaged	71	20.6%	21.2%	39.7%	71	20.6%	21.3%	39.8%
Section 504 Students	41	11.9%	5.7%	6.9%	41	11.9%	5.7%	6.9%
English Learners (EL)	130	37.7%	29.0%	20.3%	130	37.7%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	13	3.3%	1.6%	1.5%				
Students w/ Dyslexia	31	9.0%	4.3%	4.1%	31	9.0%	4.3%	4.1%
Foster Care	1	0.3%	0.1%	0.3%	1	0.3%	0.1%	0.3%
Homeless	1	0.3%	1.2%	1.4%	1	0.3%	1.2%	1.4%
Immigrant	1	0.3%	2.8%	2.3%	1	0.3%	2.8%	2.3%
Migrant	2	0.6%	0.2%	0.3%	2	0.6%	0.2%	0.3%
Title I	0	0.0%	69.1%	65.1%	0	0.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	323	93.6%	58.9%	50.6%	323	93.6%	58.9%	50.5%

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 345
 Grade Span: 07 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	121	35.1%	27.4%	20.6%	121	35.1%	27.3%	20.6%
Career & Technical Education	200	58.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	69	30.1%	36.3%	50.8%	69	30.1%	36.2%	50.8%
Gifted & Talented Education	1	0.3%	5.4%	8.1%	1	0.3%	5.4%	8.1%
Special Education	14	4.1%	11.4%	10.5%	14	4.1%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	14							
By Type of Primary Disability								
Students with Intellectual Disabilities	9	64.3%	44.3%	42.4%				
Students with Physical Disabilities	0	0.0%	17.5%	21.4%				
Students with Autism	*	*	20.6%	13.8%				
Students with Behavioral Disabilities	*	*	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	71	18.1%	16.3%	15.3%				
By Ethnicity:								
African American	8	2.0%						
Hispanic	53	13.5%						
White	8	2.0%						
American Indian	1	0.3%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	56	20.2%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	0.0%	0.6%	0.5%	0.0%	0.5%	0.6%
Grade 8	1.5%	0.3%	0.4%	0.0%	0.2%	0.6%
Grade 9	0.0%	4.8%	7.8%	0.0%	7.1%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 345
 Grade Span: 07 - 12
 School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	13.0	14.9	16.4
Foreign Languages	8.9	19.1	18.7
Mathematics	12.8	16.1	17.8
Science	10.8	16.9	18.8
Social Studies	11.3	15.7	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 345
Grade Span: 07 - 12
School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	44.4	100.0%	100.0%	100.0%
Professional Staff:	42.4	95.5%	58.1%	63.7%
Teachers	34.8	78.4%	44.9%	49.4%
Professional Support	5.6	12.7%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	4.5%	2.3%	3.0%
Educational Aides:	2.0	4.5%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	1.0	n/a	13.0	1,103.0
Total Minority Staff:	15.1	34.1%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	4.5	12.9%	9.9%	10.8%
Hispanic	7.6	21.9%	36.6%	28.1%
White	20.7	59.4%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	5.7%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	11.5	33.0%	24.5%	23.8%
Females	23.3	67.0%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.8	2.2%	0.8%	1.3%
Bachelors	20.1	57.9%	75.8%	73.4%
Masters	11.9	34.2%	22.4%	24.5%
Doctorate	2.0	5.7%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.4	1.2%	5.6%	7.4%
1-5 Years Experience	6.5	18.8%	32.5%	27.9%
6-10 Years Experience	8.0	23.0%	22.4%	19.4%
11-20 Years Experience	13.3	38.3%	27.9%	29.4%
Over 20 Years Experience	6.5	18.7%	11.6%	15.9%
Number of Students per Teacher	9.9	n/a	14.1	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 345
 Grade Span: 07 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	21.0	7.8	6.2
Average Years Experience of Principals with District	21.0	7.5	5.3
Average Years Experience of Assistant Principals	13.0	6.9	5.3
Average Years Experience of Assistant Principals with District	13.0	6.6	4.7
Average Years Experience of Teachers:	12.7	9.9	11.1
Average Years Experience of Teachers with District:	8.6	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$36,965	\$55,037	\$49,868
1-5 Years Experience	\$57,503	\$57,238	\$52,823
6-10 Years Experience	\$60,135	\$60,106	\$55,756
11-20 Years Experience	\$62,208	\$60,422	\$59,308
Over 20 Years Experience	\$67,533	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$61,530	\$59,499	\$57,091
Professional Support	\$74,641	\$73,749	\$67,352
Campus Administration (School Leadership)	\$108,821	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 345
 Grade Span: 07 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	13.2%	6.5%
Career & Technical Education	2.8	7.9%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	32.0	91.9%	64.1%	70.9%
Special Education	0.1	0.2%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

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

Campus Number: **101917012**

2020 Accountability Rating: **Not Rated**

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 14
Grade Span: 08 - 12
School Type: High School

There is no data for this campus.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 14
Grade Span: 08 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

There is no data for this campus.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 14
Grade Span: 08 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

There is no data for this campus.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language
Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

Total Students: 14
Grade Span: 08 - 12
(Current EL Students)

There is no data for this campus.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 14
 Grade Span: 08 - 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													
2018-19	95.4%	94.4%	78.7%	*	77.9%	-	-	-	-	*	*	81.7%	*
2017-18	95.4%	94.2%	79.8%	*	80.5%	*	-	-	-	-	*	76.6%	*
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	0.0%	*	0.0%	-	-	-	-	*	*	0.0%	*
2017-18	0.4%	0.2%	0.0%	*	0.0%	-	-	-	-	-	-	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	0.0%	*	0.0%	-	-	-	-	-	*	0.0%	0.0%
2017-18	1.9%	2.0%	0.0%	*	0.0%	*	-	-	-	-	*	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 14
 Grade Span: 08 - 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 14
 Grade Span: 08 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 14
 Grade Span: 08 - 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 14
 Grade Span: 08 - 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 14
 Grade Span: 08 - 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 14
 Grade Span: 08 - 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 14
 Grade Span: 08 - 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													
2018-19	44.6%	39.1%	*	-	*	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	0.0%	*	0.0%	*	-	-	-	-	*	0.0%	*
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	0.0%	*	0.0%	*	-	-	-	-	*	0.0%	*
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	0.0%	*	0.0%	*	-	-	-	-	*	0.0%	*
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	0.0%	*	0.0%	-	-	-	-	-	*	0.0%	*
Social Studies													
2018-19	23.6%	17.2%	*	-	*	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	0.0%	*	0.0%	*	-	-	-	-	*	0.0%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 14
 Grade Span: 08 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	14	100.0%	52,792	5,479,173	14	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	1	7.1%	7.3%	7.5%	1	7.1%	7.3%	7.5%
Grade 9	8	57.1%	8.3%	8.2%	8	57.1%	8.3%	8.2%
Grade 10	3	21.4%	7.7%	7.4%	3	21.4%	7.7%	7.4%
Grade 11	1	7.1%	7.4%	6.9%	1	7.1%	7.4%	6.9%
Grade 12	1	7.1%	7.1%	6.4%	1	7.1%	7.1%	6.4%
Ethnic Distribution:								
African American	0	0.0%	7.4%	12.6%	0	0.0%	7.4%	12.6%
Hispanic	13	92.9%	83.3%	52.8%	13	92.9%	83.3%	52.8%
White	0	0.0%	5.5%	27.0%	0	0.0%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	1	7.1%	3.0%	4.6%	1	7.1%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	0.6%	2.5%	0	0.0%	0.7%	2.5%
Sex:								
Female	3	21.4%	48.4%	48.8%	3	21.4%	48.4%	48.8%
Male	11	78.6%	51.6%	51.2%	11	78.6%	51.6%	51.2%
Economically Disadvantaged	11	78.6%	78.8%	60.3%	11	78.6%	78.7%	60.2%
Non-Educationally Disadvantaged	3	21.4%	21.2%	39.7%	3	21.4%	21.3%	39.8%
Section 504 Students	1	7.1%	5.7%	6.9%	1	7.1%	5.7%	6.9%
English Learners (EL)	3	21.4%	29.0%	20.3%	3	21.4%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	3	8.1%	1.6%	1.5%				
Students w/ Dyslexia	1	7.1%	4.3%	4.1%	1	7.1%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	0	0.0%	1.2%	1.4%	0	0.0%	1.2%	1.4%
Immigrant	1	7.1%	2.8%	2.3%	1	7.1%	2.8%	2.3%
Migrant	1	7.1%	0.2%	0.3%	1	7.1%	0.2%	0.3%
Title I	0	0.0%	69.1%	65.1%	0	0.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	14	100.0%	58.9%	50.6%	14	100.0%	58.9%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 14
Grade Span: 08 - 12
School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	2	14.3%	27.4%	20.6%	2	14.3%	27.3%	20.6%
Career & Technical Education	1	7.1%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	1	7.7%	36.3%	50.8%	1	7.7%	36.2%	50.8%
Gifted & Talented Education	0	0.0%	5.4%	8.1%	0	0.0%	5.4%	8.1%
Special Education	3	21.4%	11.4%	10.5%	3	21.4%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	*							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	44.3%	42.4%				
Students with Physical Disabilities	*	*	17.5%	21.4%				
Students with Autism	0	0.0%	20.6%	13.8%				
Students with Behavioral Disabilities	0	0.0%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	37	100.0%	16.3%	15.3%				
By Ethnicity:								
African American	2	5.4%						
Hispanic	34	91.9%						
White	0	0.0%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	2.7%						
Student Attrition (2018-19):								
Total Student Attrition	-	-						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	0.0%	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	0.0%	0.2%	0.6%
Grade 9	50.0%	4.8%	7.8%	-	7.1%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 14
 Grade Span: 08 - 12
 School Type: High School

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 14
 Grade Span: 08 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	-	100.0%	100.0%	100.0%
Professional Staff:	-	-	58.1%	63.7%
Teachers	-	-	44.9%	49.4%
Professional Support	-	-	9.8%	10.2%
Campus Administration (School Leadership)	-	-	2.3%	3.0%
Educational Aides:	-	-	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	-	n/a	61.0	4,373.0
Part-time	-	n/a	9.0	595.0
Counselors				
Full-time	-	n/a	116.0	12,901.0
Part-time	-	n/a	13.0	1,103.0
Total Minority Staff:	-	-	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	-	-	9.9%	10.8%
Hispanic	-	-	36.6%	28.1%
White	-	-	49.3%	57.7%
American Indian	-	-	0.2%	0.3%
Asian	-	-	3.1%	1.8%
Pacific Islander	-	-	0.0%	0.2%
Two or More Races	-	-	1.0%	1.1%
Males	-	-	24.5%	23.8%
Females	-	-	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	-	-	0.8%	1.3%
Bachelors	-	-	75.8%	73.4%
Masters	-	-	22.4%	24.5%
Doctorate	-	-	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	-	-	5.6%	7.4%
1-5 Years Experience	-	-	32.5%	27.9%
6-10 Years Experience	-	-	22.4%	19.4%
11-20 Years Experience	-	-	27.9%	29.4%
Over 20 Years Experience	-	-	11.6%	15.9%
Number of Students per Teacher	-	n/a	14.1	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 14
 Grade Span: 08 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	-	7.8	6.2
Average Years Experience of Principals with District	-	7.5	5.3
Average Years Experience of Assistant Principals	-	6.9	5.3
Average Years Experience of Assistant Principals with District	-	6.6	4.7
Average Years Experience of Teachers:	-	9.9	11.1
Average Years Experience of Teachers with District:	-	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,037	\$49,868
1-5 Years Experience	-	\$57,238	\$52,823
6-10 Years Experience	-	\$60,106	\$55,756
11-20 Years Experience	-	\$60,422	\$59,308
Over 20 Years Experience	-	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	-	\$59,499	\$57,091
Professional Support	-	\$73,749	\$67,352
Campus Administration (School Leadership)	-	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	-	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 14
 Grade Span: 08 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	-	-	13.2%	6.5%
Career & Technical Education	-	-	3.6%	5.0%
Compensatory Education	-	-	0.2%	2.8%
Gifted & Talented Education	-	-	1.7%	1.9%
Regular Education	-	-	64.1%	70.9%
Special Education	-	-	14.2%	9.3%
Other	-	-	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **PASADENA MEMORIAL H S**

Campus Number: **101917013**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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%	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 3,128
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	77%	74%	79%	73%	78%	85%	53%	89%	*	86%	50%	69%	80%	72%	77%	68%
	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%
	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 3,128
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 3,128
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

There is no data for this campus.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 3,128
 Grade Span: 09 - 12
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 3,128
 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													
2018-19	95.4%	94.4%	93.6%	91.5%	93.7%	93.1%	81.3%	97.7%	*	92.5%	91.3%	93.2%	91.8%
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%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	1.7%	3.1%	1.4%	3.6%	0.0%	0.9%	*	0.0%	1.8%	1.9%	3.6%
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%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	92.1%	100.0%	92.1%	88.7%	*	92.9%	*	87.5%	75.4%	91.6%	86.4%
Received TxCHSE	0.5%	0.3%	0.3%	0.0%	0.2%	0.0%	*	0.0%	*	12.5%	0.0%	0.2%	0.0%
Continued HS	3.7%	2.9%	2.1%	0.0%	2.2%	3.2%	*	0.0%	*	0.0%	16.4%	2.0%	1.1%
Dropped Out	5.9%	6.4%	5.5%	0.0%	5.5%	8.1%	*	7.1%	*	0.0%	8.2%	6.2%	12.5%
Graduates and TxCHSE	90.4%	90.7%	92.4%	100.0%	92.3%	88.7%	*	92.9%	*	100.0%	75.4%	91.8%	86.4%
Graduates, TxCHSE, and Continuers	94.1%	93.6%	94.5%	100.0%	94.5%	91.9%	*	92.9%	*	100.0%	91.8%	93.8%	87.5%
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%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	95.3%	95.3%	95.2%	93.8%	*	100.0%	*	100.0%	94.1%	95.6%	89.1%
Received TxCHSE	0.6%	0.5%	0.8%	0.0%	0.6%	3.1%	*	0.0%	*	0.0%	0.0%	0.9%	0.0%
Continued HS	1.1%	0.3%	0.4%	0.0%	0.5%	0.0%	*	0.0%	*	0.0%	3.9%	0.2%	0.0%
Dropped Out	6.1%	6.7%	3.5%	4.7%	3.7%	3.1%	*	0.0%	*	0.0%	2.0%	3.4%	10.9%
Graduates and TxCHSE	92.8%	93.0%	96.2%	95.3%	95.8%	96.9%	*	100.0%	*	100.0%	94.1%	96.4%	89.1%
Graduates, TxCHSE, and Continuers	93.9%	93.3%	96.5%	95.3%	96.3%	96.9%	*	100.0%	*	100.0%	98.0%	96.6%	89.1%
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%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	94.2%	92.1%	94.6%	92.6%	*	94.7%	-	100.0%	88.6%	93.5%	85.4%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 3,128
 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	0.7%	0.7%	0.9%	0.0%	1.0%	0.8%	*	0.0%	-	0.0%	0.0%	1.3%	0.0%
Continued HS	0.6%	0.1%	0.1%	0.0%	0.2%	0.0%	*	0.0%	-	0.0%	2.3%	0.0%	0.0%
Dropped Out	6.3%	6.8%	4.8%	7.9%	4.3%	6.6%	*	5.3%	-	0.0%	9.1%	5.3%	14.6%
Graduates and TxCHSE	93.2%	93.2%	95.1%	92.1%	95.6%	93.4%	*	94.7%	-	100.0%	88.6%	94.7%	85.4%
Graduates, TxCHSE, and Continuers	93.7%	93.2%	95.2%	92.1%	95.7%	93.4%	*	94.7%	-	100.0%	90.9%	94.7%	85.4%
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%
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%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	91.1%	100.0%	91.2%	86.2%	*	92.9%	*	87.5%	69.7%	90.7%	85.6%
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%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	*	-	*	-	-	-	-	-	-	*	*
Class of 2018	68.5%	59.3%	25.0%	*	33.3%	-	*	-	-	-	*	28.6%	33.3%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	0.3%	0.0%	0.4%	0.0%	*	0.0%	*	0.0%	2.6%	0.2%	0.0%
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%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	73.9%	73.1%	72.3%	77.4%	*	100.0%	*	71.4%	15.8%	70.9%	64.0%
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%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	74.2%	73.1%	72.8%	77.4%	*	100.0%	*	71.4%	18.4%	71.2%	64.5%
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%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	0.0%	*	*	*	-	-	-	-	*	*	-
2017-18	37.7%	7.8%	4.0%	*	0.0%	0.0%	-	-	-	*	*	5.9%	*
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	0.3%	0.0%	0.4%	0.0%	*	0.0%	*	0.0%	2.4%	0.2%	0.0%
2017-18	4.9%	2.9%	1.8%	4.9%	1.8%	1.1%	*	0.0%	*	0.0%	4.7%	2.1%	1.7%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	72.1%	76.0%	70.4%	77.8%	*	100.0%	*	71.4%	14.6%	68.1%	61.3%
2017-18	81.5%	81.7%	79.1%	70.7%	79.1%	72.2%	*	97.9%	*	83.3%	34.9%	78.8%	69.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	71.6%	70.4%	70.4%	75.0%	*	100.0%	*	71.4%	16.3%	67.9%	61.3%
2017-18	85.1%	82.3%	78.6%	72.1%	78.7%	69.5%	*	97.9%	*	85.7%	37.0%	78.3%	68.9%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 3,128
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	671	100.0%	3,595	355,615
By Ethnicity:				
African American	27	4.0%	253	43,953
Hispanic	556	82.9%	2,975	180,673
White	58	8.6%	198	105,577
American Indian	2	0.3%	6	1,293
Asian	20	3.0%	135	16,564
Pacific Islander	1	0.1%	2	537
Two or More Races	7	1.0%	26	7,018
By Graduation Type:				
Minimum H.S. Program	7	1.0%	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1	1,090
Foundation H.S. Program (No Endorsement)	189	28.2%	827	51,579
Foundation H.S. Program (Endorsement)	2	0.3%	34	15,160
Foundation H.S. Program (DLA)	473	70.5%	2,697	285,538
Special Education Graduates	51	7.6%	339	27,598
Economically Disadvantaged Graduates	467	69.6%	2,604	186,364
LEP Graduates	80	11.9%	374	25,189
At-Risk Graduates	586	87.3%	2,049	146,432

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 3,128
 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)													
2018-19	72.9%	65.1%	68.1%	68.5%	66.7%	69.0%	*	92.5%	*	92.9%	83.3%	64.9%	47.5%
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)													
2018-19	53.0%	45.6%	49.3%	51.9%	46.8%	55.2%	*	85.0%	*	85.7%	3.9%	45.8%	23.8%
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													
2018-19	60.7%	55.9%	59.5%	59.3%	56.8%	69.0%	*	90.0%	*	100.0%	7.8%	55.5%	18.8%
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													
2018-19	48.6%	45.1%	57.5%	66.7%	55.0%	62.1%	*	90.0%	*	85.7%	9.8%	54.0%	37.5%
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													
2018-19	44.2%	38.7%	45.2%	51.9%	42.1%	53.4%	*	80.0%	*	85.7%	3.9%	41.3%	8.8%
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													
2018-19	23.1%	11.4%	9.7%	0.0%	9.5%	15.5%	*	15.0%	*	0.0%	0.0%	7.1%	0.0%
2017-18	20.7%	9.0%	8.3%	11.6%	6.9%	12.5%	*	12.8%	*	14.3%	0.0%	7.5%	3.3%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	18.8%	3.7%	17.3%	24.1%	*	60.0%	*	28.6%	0.0%	17.1%	17.5%
2017-18	20.4%	17.4%	17.6%	16.3%	15.5%	17.7%	*	42.6%	*	28.6%	2.1%	16.1%	9.8%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	1.4%	0.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
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)													
2018-19	40.4%	33.5%	32.6%	31.5%	33.1%	28.4%	*	32.5%	*	21.4%	83.3%	32.0%	28.1%
2017-18	28.7%	24.6%	24.8%	27.9%	25.4%	23.4%	*	18.1%	*	14.3%	88.3%	26.2%	17.2%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	0.7%	0.0%	0.7%	0.0%	*	5.0%	*	0.0%	0.0%	0.6%	0.0%
2017-18	4.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 3,128
 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)
2018-19	2.3%	5.0%	5.5%	7.4%	5.8%	5.2%	*	0.0%	*	0.0%	66.7%	5.6%	6.3%
2017-18	1.7%	3.3%	4.7%	9.3%	4.8%	4.2%	*	0.0%	*	0.0%	59.6%	5.4%	6.6%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	52.6%	44.4%	54.1%	39.7%	*	60.0%	*	42.9%	58.8%	54.0%	42.5%
2017-18	38.7%	37.2%	36.4%	39.5%	37.4%	31.3%	*	31.9%	*	28.6%	25.5%	37.3%	16.4%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	1.8%	3.7%	1.3%	5.2%	*	0.0%	*	0.0%	0.0%	1.1%	0.0%
2017-18	4.3%	1.3%	1.2%	0.0%	1.1%	2.1%	*	2.1%	*	0.0%	0.0%	1.7%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	1.0%	0.0%	1.3%	0.0%	*	0.0%	*	0.0%	13.7%	0.6%	2.5%
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)													
2018-19	0.6%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.6%	0.2%	0.2%	0.0%	0.3%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 3,128
 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													
2018-19	33.4%	24.3%	30.3%	37.0%	30.2%	29.3%	*	20.0%	*	42.9%	7.8%	28.3%	12.5%
2017-18	32.1%	22.7%	28.2%	30.2%	27.9%	28.1%	*	27.7%	*	57.1%	8.5%	28.8%	16.4%
Mathematics													
2018-19	24.7%	24.1%	28.0%	37.0%	27.5%	29.3%	*	25.0%	*	28.6%	5.9%	25.9%	10.0%
2017-18	23.7%	25.7%	38.6%	44.2%	38.3%	29.2%	*	53.2%	*	57.1%	8.5%	38.1%	27.9%
Both Subjects													
2018-19	18.8%	14.0%	17.1%	29.6%	16.4%	17.2%	*	15.0%	*	28.6%	3.9%	17.1%	2.5%
2017-18	18.1%	12.7%	19.3%	20.9%	18.4%	21.9%	*	23.4%	*	42.9%	6.4%	19.3%	11.5%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	53.4%	44.4%	55.0%	39.7%	*	60.0%	*	42.9%	60.8%	54.8%	46.3%
2017-18	58.4%	54.0%	56.7%	53.5%	58.5%	55.2%	*	40.4%	*	57.1%	55.3%	56.3%	31.1%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	5.7%	9.4%	11.1%	9.9%	6.9%	*	0.0%	*	14.3%	3.9%	9.9%	25.0%
2017-18	3.9%	7.1%	6.7%	9.3%	7.4%	5.2%	*	0.0%	*	0.0%	6.4%	6.2%	6.6%
Both Subjects													
2018-19	2.6%	2.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.9%	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													
2019	25.2%	24.4%	22.0%	25.0%	20.0%	22.5%	*	69.0%	*	36.4%	n/a	20.1%	n/a
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
English Language Arts													
2019	14.5%	13.8%	13.3%	18.8%	11.9%	14.7%	*	35.7%	*	27.3%	n/a	11.6%	n/a
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
Mathematics													
2019	7.4%	6.9%	5.9%	1.6%	4.5%	7.8%	*	40.5%	*	18.2%	n/a	5.3%	n/a
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
Science													
2019	10.4%	12.8%	8.4%	6.3%	7.3%	6.2%	*	45.2%	*	18.2%	n/a	7.3%	n/a
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
Social Studies													
2019	13.9%	11.5%	10.6%	9.4%	10.1%	9.3%	*	31.0%	*	18.2%	n/a	9.4%	n/a
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
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	50.0%	43.8%	47.8%	51.7%	-	69.0%	*	*	n/a	52.5%	n/a
2018	50.7%	37.0%	43.8%	21.1%	40.9%	57.4%	*	54.3%	*	*	n/a	42.8%	n/a
English Language Arts													
2019	41.2%	21.5%	28.9%	33.3%	23.8%	52.6%	-	46.7%	*	*	n/a	26.3%	n/a
2018	42.5%	18.5%	28.5%	0.0%	26.5%	46.7%	-	30.4%	*	*	n/a	29.1%	n/a
Mathematics													
2019	52.2%	50.1%	41.4%	*	37.5%	50.0%	-	52.9%	*	*	n/a	40.7%	n/a

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 3,128
 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)
2018 Science	52.8%	42.4%	39.5%	*	35.5%	37.5%	*	47.6%	-	*	n/a	38.8%	n/a
2019	40.6%	20.9%	40.3%	*	34.4%	75.0%	-	63.2%	*	*	n/a	37.8%	n/a
2018 Social Studies	38.0%	18.0%	30.5%	66.7%	27.5%	30.0%	*	40.0%	*	*	n/a	26.8%	n/a
2019	46.3%	28.3%	41.4%	50.0%	38.7%	50.0%	-	53.8%	-	*	n/a	37.5%	n/a
2018	44.6%	26.9%	33.5%	7.7%	32.1%	47.6%	*	42.9%	*	*	n/a	32.2%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	100.0%	100.0%	100.0%	100.0%	*	100.0%	*	100.0%	n/a	100.0%	n/a
2017-18	74.6%	53.5%	51.7%	51.2%	49.4%	44.8%	*	89.4%	*	71.4%	n/a	48.5%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	28.6%	18.5%	25.0%	45.3%	*	70.8%	*	57.1%	n/a	25.6%	n/a
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													
2018-19	1027	934	958	924	939	1050	*	1178	*	1063	n/a	941	n/a
2017-18	1036	1013	1054	1041	1034	1157	*	1088	*	1126	n/a	1028	n/a
English Language Arts and Writing													
2018-19	517	465	478	459	468	533	*	570	*	541	n/a	469	n/a
2017-18	521	506	526	528	517	581	*	527	*	554	n/a	512	n/a
Mathematics													
2018-19	510	468	480	465	471	517	*	609	*	521	n/a	472	n/a
2017-18	515	507	528	513	517	576	*	560	*	572	n/a	515	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	19.1	17.2	19.1	*	*	*	*	-	n/a	18.4	n/a
2017-18	20.6	20.5	21.5	*	20.7	23.6	-	21.4	-	*	n/a	21.8	n/a
English Language Arts													
2018-19	20.3	19.1	18.3	15.6	18.3	*	*	*	*	-	n/a	17.2	n/a
2017-18	20.3	20.0	21.4	*	20.3	24.6	-	21.3	-	*	n/a	21.7	n/a
Mathematics													
2018-19	20.4	19.9	19.3	19.2	19.0	*	*	*	*	-	n/a	19.0	n/a
2017-18	20.6	20.6	21.4	*	21.1	22.0	-	21.4	-	*	n/a	21.4	n/a
Science													
2018-19	20.8	20.2	20.0	18.0	20.0	*	*	*	*	-	n/a	19.5	n/a
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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 3,128
 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													
2018-19	44.6%	39.1%	37.8%	33.3%	37.2%	36.2%	16.7%	61.3%	*	47.8%	2.3%	36.5%	34.6%
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%
English Language Arts													
2018-19	17.8%	17.3%	16.4%	16.8%	15.6%	18.4%	0.0%	30.2%	*	22.7%	1.0%	15.7%	20.8%
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%
Mathematics													
2018-19	20.4%	17.0%	15.4%	13.2%	14.8%	16.2%	16.7%	27.4%	*	18.2%	0.0%	14.2%	5.2%
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%
Science													
2018-19	21.7%	12.7%	9.5%	5.9%	9.3%	8.1%	0.0%	20.8%	*	14.3%	0.0%	8.7%	2.5%
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%
Social Studies													
2018-19	23.6%	17.2%	13.8%	12.9%	12.2%	18.3%	0.0%	36.8%	*	30.0%	0.3%	11.6%	0.6%
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%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	56.4%	55.8%	55.1%	46.9%	*	87.2%	*	85.7%	30.8%	53.7%	41.3%
2016-17	54.6%	54.0%	58.4%	55.3%	57.6%	60.2%	*	88.9%	-	80.0%	17.0%	58.1%	23.9%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	64.2%	56.5%	62.0%	81.0%	*	65.0%	*	83.3%	18.8%	60.7%	15.4%
2016-17	59.2%	52.8%	65.8%	47.6%	64.2%	77.6%	-	73.3%	-	*	12.5%	61.2%	18.2%

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 3,128
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	3,128	100.0%	52,792	5,479,173	3,129	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	801	25.6%	8.3%	8.2%	801	25.6%	8.3%	8.2%
Grade 10	802	25.6%	7.7%	7.4%	802	25.6%	7.7%	7.4%
Grade 11	756	24.2%	7.4%	6.9%	756	24.2%	7.4%	6.9%
Grade 12	769	24.6%	7.1%	6.4%	770	24.6%	7.1%	6.4%
Ethnic Distribution:								
African American	146	4.7%	7.4%	12.6%	146	4.7%	7.4%	12.6%
Hispanic	2,549	81.5%	83.3%	52.8%	2,550	81.5%	83.3%	52.8%
White	281	9.0%	5.5%	27.0%	281	9.0%	5.5%	27.0%
American Indian	3	0.1%	0.1%	0.4%	3	0.1%	0.1%	0.4%
Asian	123	3.9%	3.0%	4.6%	123	3.9%	3.0%	4.6%
Pacific Islander	3	0.1%	0.1%	0.2%	3	0.1%	0.1%	0.2%
Two or More Races	23	0.7%	0.6%	2.5%	23	0.7%	0.7%	2.5%
Sex:								
Female	1,552	49.6%	48.4%	48.8%	1,552	49.6%	48.4%	48.8%
Male	1,576	50.4%	51.6%	51.2%	1,577	50.4%	51.6%	51.2%
Economically Disadvantaged	1,963	62.8%	78.8%	60.3%	1,963	62.7%	78.7%	60.2%
Non-Educationally Disadvantaged	1,165	37.2%	21.2%	39.7%	1,166	37.3%	21.3%	39.8%
Section 504 Students	161	5.1%	5.7%	6.9%	161	5.1%	5.7%	6.9%
English Learners (EL)	400	12.8%	29.0%	20.3%	400	12.8%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	77	2.3%	1.6%	1.5%				
Students w/ Dyslexia	122	3.9%	4.3%	4.1%	122	3.9%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	21	0.7%	1.2%	1.4%	21	0.7%	1.2%	1.4%
Immigrant	71	2.3%	2.8%	2.3%	71	2.3%	2.8%	2.3%
Migrant	8	0.3%	0.2%	0.3%	8	0.3%	0.2%	0.3%
Title I	0	0.0%	69.1%	65.1%	0	0.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	1,822	58.2%	58.9%	50.6%	1,823	58.3%	58.9%	50.5%

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 3,128
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	397	12.7%	27.4%	20.6%	397	12.7%	27.3%	20.6%
Career & Technical Education	2,150	68.7%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	1,109	35.5%	36.3%	50.8%	1,109	35.4%	36.2%	50.8%
Gifted & Talented Education	274	8.8%	5.4%	8.1%	274	8.8%	5.4%	8.1%
Special Education	317	10.1%	11.4%	10.5%	318	10.2%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	317							
By Type of Primary Disability								
Students with Intellectual Disabilities	184	58.0%	44.3%	42.4%				
Students with Physical Disabilities	11	3.5%	17.5%	21.4%				
Students with Autism	69	21.8%	20.6%	13.8%				
Students with Behavioral Disabilities	53	16.7%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	443	13.4%	16.3%	15.3%				
By Ethnicity:								
African American	40	1.2%						
Hispanic	336	10.2%						
White	52	1.6%						
American Indian	3	0.1%						
Asian	7	0.2%						
Pacific Islander	1	0.0%						
Two or More Races	4	0.1%						
Student Attrition (2018-19):								
Total Student Attrition	292	11.8%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	3.0%	4.8%	7.8%	3.1%	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: PASADENA MEMORIAL H S
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 3,128
 Grade Span: 09 - 12
 School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	15.2	14.9	16.4
Foreign Languages	24.3	19.1	18.7
Mathematics	15.9	16.1	17.8
Science	17.0	16.9	18.8
Social Studies	15.3	15.7	19.3

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 3,128
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	245.4	100.0%	100.0%	100.0%
Professional Staff:	220.9	90.0%	58.1%	63.7%
Teachers	188.8	76.9%	44.9%	49.4%
Professional Support	23.0	9.4%	9.8%	10.2%
Campus Administration (School Leadership)	9.1	3.7%	2.3%	3.0%
Educational Aides:	24.5	10.0%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	2.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	8.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	88.3	36.0%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	10.6	5.6%	9.9%	10.8%
Hispanic	42.7	22.6%	36.6%	28.1%
White	127.4	67.5%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	7.0	3.7%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	0.5%	1.0%	1.1%
Males	71.0	37.6%	24.5%	23.8%
Females	117.8	62.4%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	4.2	2.2%	0.8%	1.3%
Bachelors	125.9	66.7%	75.8%	73.4%
Masters	54.8	29.0%	22.4%	24.5%
Doctorate	4.0	2.1%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	16.7	8.9%	5.6%	7.4%
1-5 Years Experience	51.1	27.0%	32.5%	27.9%
6-10 Years Experience	38.2	20.2%	22.4%	19.4%
11-20 Years Experience	54.5	28.9%	27.9%	29.4%
Over 20 Years Experience	28.3	15.0%	11.6%	15.9%
Number of Students per Teacher	16.6	n/a	14.1	15.1

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 3,128
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.5	7.8	6.2
Average Years Experience of Principals with District	3.5	7.5	5.3
Average Years Experience of Assistant Principals	5.3	6.9	5.3
Average Years Experience of Assistant Principals with District	4.5	6.6	4.7
Average Years Experience of Teachers:	11.0	9.9	11.1
Average Years Experience of Teachers with District:	7.4	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$57,011	\$55,037	\$49,868
1-5 Years Experience	\$57,437	\$57,238	\$52,823
6-10 Years Experience	\$61,304	\$60,106	\$55,756
11-20 Years Experience	\$62,195	\$60,422	\$59,308
Over 20 Years Experience	\$65,814	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$60,812	\$59,499	\$57,091
Professional Support	\$78,434	\$73,749	\$67,352
Campus Administration (School Leadership)	\$101,437	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 3,128
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.2	0.7%	13.2%	6.5%
Career & Technical Education	23.2	12.3%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	108.1	57.3%	64.1%	70.9%
Special Education	34.7	18.4%	14.2%	9.3%
Other	21.5	11.4%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

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

Campus Number: **101917014**

2020 Accountability Rating: **Not Rated**

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 140
Grade Span: 09 - 12
School Type: High School

There is no data for this campus.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 140
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

There is no data for this campus.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 140
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

There is no data for this campus.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language
Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

Total Students: 140
Grade Span: 09 - 12
(Current EL Students)

There is no data for this campus.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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 (HIGH SCHOOL)
 Campus Number: 101917014

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 140
 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													
2018-19	95.4%	94.4%	73.2%	67.6%	74.0%	74.6%	*	*	-	*	73.1%	72.9%	73.8%
2017-18	95.4%	94.2%	72.8%	77.7%	71.7%	79.8%	-	*	-	*	68.2%	72.4%	69.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2017-18	1.9%	2.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 140
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 140
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 140
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 140
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 140
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 140
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 140
 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													
2018-19	44.6%	39.1%	3.6%	0.0%	4.5%	0.0%	*	*	-	-	0.0%	2.8%	5.6%
2017-18	43.4%	36.4%	2.5%	3.1%	2.7%	0.0%	-	*	-	-	2.0%	2.3%	0.0%
English Language Arts													
2018-19	17.8%	17.3%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
2017-18	17.3%	17.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Mathematics													
2018-19	20.4%	17.0%	4.0%	0.0%	5.0%	0.0%	*	*	-	-	0.0%	3.0%	3.1%
2017-18	20.7%	14.7%	3.7%	4.8%	4.0%	0.0%	-	*	-	-	2.7%	3.3%	0.0%
Science													
2018-19	21.7%	12.7%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
2017-18	21.2%	13.6%	0.6%	0.0%	0.8%	0.0%	-	*	-	-	0.0%	0.9%	0.0%
Social Studies													
2018-19	23.6%	17.2%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
2017-18	22.8%	18.8%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 140
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	140	100.0%	52,792	5,479,173	140	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	51	36.4%	8.3%	8.2%	51	36.4%	8.3%	8.2%
Grade 10	36	25.7%	7.7%	7.4%	36	25.7%	7.7%	7.4%
Grade 11	33	23.6%	7.4%	6.9%	33	23.6%	7.4%	6.9%
Grade 12	20	14.3%	7.1%	6.4%	20	14.3%	7.1%	6.4%
Ethnic Distribution:								
African American	21	15.0%	7.4%	12.6%	21	15.0%	7.4%	12.6%
Hispanic	108	77.1%	83.3%	52.8%	108	77.1%	83.3%	52.8%
White	9	6.4%	5.5%	27.0%	9	6.4%	5.5%	27.0%
American Indian	1	0.7%	0.1%	0.4%	1	0.7%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.6%	0	0.0%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	1	0.7%	0.6%	2.5%	1	0.7%	0.7%	2.5%
Sex:								
Female	46	32.9%	48.4%	48.8%	46	32.9%	48.4%	48.8%
Male	94	67.1%	51.6%	51.2%	94	67.1%	51.6%	51.2%
Economically Disadvantaged	104	74.3%	78.8%	60.3%	104	74.3%	78.7%	60.2%
Non-Educationally Disadvantaged	36	25.7%	21.2%	39.7%	36	25.7%	21.3%	39.8%
Section 504 Students	15	10.7%	5.7%	6.9%	15	10.7%	5.7%	6.9%
English Learners (EL)	28	20.0%	29.0%	20.3%	28	20.0%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	158	30.2%	1.6%	1.5%				
Students w/ Dyslexia	12	8.6%	4.3%	4.1%	12	8.6%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	8	5.7%	1.2%	1.4%	8	5.7%	1.2%	1.4%
Immigrant	1	0.7%	2.8%	2.3%	1	0.7%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	0	0.0%	69.1%	65.1%	0	0.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	140	100.0%	58.9%	50.6%	140	100.0%	58.9%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 140
Grade Span: 09 - 12
School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	21	15.0%	27.4%	20.6%	21	15.0%	27.3%	20.6%
Career & Technical Education	84	60.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	19	13.6%	36.3%	50.8%	19	13.6%	36.2%	50.8%
Gifted & Talented Education	2	1.4%	5.4%	8.1%	2	1.4%	5.4%	8.1%
Special Education	27	19.3%	11.4%	10.5%	27	19.3%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	27							
By Type of Primary Disability								
Students with Intellectual Disabilities	16	59.3%	44.3%	42.4%				
Students with Physical Disabilities	0	0.0%	17.5%	21.4%				
Students with Autism	0	0.0%	20.6%	13.8%				
Students with Behavioral Disabilities	11	40.7%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	522	99.6%	16.3%	15.3%				
By Ethnicity:								
African American	61	11.6%						
Hispanic	415	79.2%						
White	36	6.9%						
American Indian	3	0.6%						
Asian	5	1.0%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.4%						
Student Attrition (2018-19):								
Total Student Attrition	-	-						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	25.4%	4.8%	7.8%	41.2%	7.1%	13.1%

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Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	7.9	14.9	16.4
Foreign Languages	5.5	19.1	18.7
Mathematics	4.1	16.1	17.8
Science	4.2	16.9	18.8
Social Studies	5.0	15.7	19.3

District Name: PASADENA ISD
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Campus Number: 101917014

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 140
Grade Span: 09 - 12
School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	30.0	100.0%	100.0%	100.0%
Professional Staff:	20.1	67.0%	58.1%	63.7%
Teachers	14.0	46.8%	44.9%	49.4%
Professional Support	3.1	10.2%	9.8%	10.2%
Campus Administration (School Leadership)	3.0	10.0%	2.3%	3.0%
Educational Aides:	9.9	33.0%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	18.7	62.4%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	4.8	33.9%	9.9%	10.8%
Hispanic	3.0	21.4%	36.6%	28.1%
White	5.3	37.6%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	7.1%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	10.0	71.2%	24.5%	23.8%
Females	4.0	28.8%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	7.3	52.1%	75.8%	73.4%
Masters	5.7	40.8%	22.4%	24.5%
Doctorate	1.0	7.1%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	7.1%	5.6%	7.4%
1-5 Years Experience	2.0	14.2%	32.5%	27.9%
6-10 Years Experience	6.7	47.9%	22.4%	19.4%
11-20 Years Experience	3.3	23.7%	27.9%	29.4%
Over 20 Years Experience	1.0	7.1%	11.6%	15.9%
Number of Students per Teacher	10.0	n/a	14.1	15.1

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 140
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Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	7.8	6.2
Average Years Experience of Principals with District	12.0	7.5	5.3
Average Years Experience of Assistant Principals	8.0	6.9	5.3
Average Years Experience of Assistant Principals with District	8.0	6.6	4.7
Average Years Experience of Teachers:	9.9	9.9	11.1
Average Years Experience of Teachers with District:	7.1	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,739	\$55,037	\$49,868
1-5 Years Experience	\$57,839	\$57,238	\$52,823
6-10 Years Experience	\$60,056	\$60,106	\$55,756
11-20 Years Experience	\$62,733	\$60,422	\$59,308
Over 20 Years Experience	\$69,478	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$60,737	\$59,499	\$57,091
Professional Support	\$71,711	\$73,749	\$67,352
Campus Administration (School Leadership)	\$98,199	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 140
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	13.2%	6.5%
Career & Technical Education	1.0	7.3%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	7.5	53.6%	64.1%	70.9%
Special Education	5.5	39.1%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

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

Campus Number: **101917016**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,449
 Grade Span: PK - 12
 School Type: Elementary/Secondary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,449
 Grade Span: PK - 12
 School Type: Elementary/Secondary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 1,449
 Grade Span: PK - 12
 School Type: Elementary/Secondary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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																	
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 1,449
Grade Span: PK - 12
School Type: Elementary/Secondary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

There is no data for this campus.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,449
 Grade Span: PK - 12
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

			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%	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,449
 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)
Attendance Rate													
2018-19	95.4%	94.4%	96.1%	95.2%	96.1%	96.5%	*	97.9%	-	98.3%	94.5%	95.9%	95.6%
2017-18	95.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD

Campus Name: DR KIRK LEWIS CAREER AND TECHNICAL

Campus Number: 101917016

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,449

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)
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	1.0%	0.0%	1.1%	0.0%	*	0.0%	-	*	16.7%	0.9%	5.6%
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	95.8%	83.3%	96.2%	95.2%	*	100.0%	-	*	61.1%	96.0%	83.3%
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	96.8%	83.3%	97.3%	95.2%	*	100.0%	-	*	77.8%	96.9%	88.9%
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 1,449
 Grade Span: PK - 12
 School Type: Elementary/Secondary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	309	100.0%	3,595	355,615
By Ethnicity:				
African American	12	3.9%	253	43,953
Hispanic	261	84.5%	2,975	180,673
White	21	6.8%	198	105,577
American Indian	1	0.3%	6	1,293
Asian	13	4.2%	135	16,564
Pacific Islander	0	0.0%	2	537
Two or More Races	1	0.3%	26	7,018
By Graduation Type:				
Minimum H.S. Program	0	0.0%	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1	1,090
Foundation H.S. Program (No Endorsement)	10	3.2%	827	51,579
Foundation H.S. Program (Endorsement)	3	1.0%	34	15,160
Foundation H.S. Program (DLA)	296	95.8%	2,697	285,538
Special Education Graduates	18	5.8%	339	27,598
Economically Disadvantaged Graduates	226	73.1%	2,604	186,364
LEP Graduates	18	5.8%	374	25,189
At-Risk Graduates	99	32.0%	2,049	146,432

District Name: PASADENA ISD

Campus Name: DR KIRK LEWIS CAREER AND TECHNICAL

Campus Number: 101917016

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,449
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)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	65.1%	88.8%	79.2%	89.3%	88.1%	*	92.3%	-	*	100.0%	89.4%	83.3%
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	64.4%	41.7%	64.4%	66.7%	*	84.6%	-	*	22.2%	65.0%	27.8%
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	67.0%	75.0%	64.8%	81.0%	*	76.9%	-	*	11.1%	63.7%	11.1%
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	61.5%	58.3%	58.6%	81.0%	*	92.3%	-	*	66.7%	60.6%	61.1%
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	50.5%	41.7%	48.3%	66.7%	*	76.9%	-	*	11.1%	49.1%	5.6%
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	22.3%	16.7%	22.2%	19.0%	*	38.5%	-	*	5.6%	24.3%	5.6%
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	37.9%	16.7%	39.1%	28.6%	*	46.2%	-	*	16.7%	38.5%	27.8%
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	70.1%	62.5%	71.1%	69.0%	*	61.5%	-	*	100.0%	71.5%	77.8%
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	30.4%	8.3%	32.2%	28.6%	*	23.1%	-	*	16.7%	32.7%	22.2%
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD

Campus Name: DR KIRK LEWIS CAREER AND TECHNICAL

Campus Number: 101917016

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,449
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)
2018-19	2.3%	5.0%	1.9%	8.3%	1.9%	0.0%	*	0.0%	-	*	33.3%	1.3%	11.1%
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	99.7%	100.0%	99.6%	100.0%	*	100.0%	-	*	100.0%	99.6%	100.0%
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	2.6%	0.0%	2.3%	9.5%	*	0.0%	-	*	0.0%	2.2%	0.0%
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	4.5%	8.3%	4.6%	4.8%	*	0.0%	-	*	77.8%	4.4%	22.2%
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	4.2%	8.3%	4.2%	4.8%	*	0.0%	-	*	11.1%	5.3%	5.6%
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 1,449
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	25.2%	25.0%	26.1%	19.0%	*	7.7%	-	*	11.1%	25.2%	11.1%
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	35.0%	25.0%	34.9%	38.1%	*	38.5%	-	*	5.6%	35.0%	16.7%
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	12.9%	8.3%	12.6%	19.0%	*	7.7%	-	*	5.6%	13.3%	5.6%
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	100.0%	100.0%	100.0%	100.0%	*	100.0%	-	*	100.0%	100.0%	100.0%
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	6.5%	16.7%	6.5%	4.8%	*	0.0%	-	*	61.1%	7.5%	38.9%
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	33.0%	34.8%	31.8%	35.7%	*	64.7%	-	*	n/a	30.1%	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	17.7%	13.0%	16.9%	23.8%	*	35.3%	-	*	n/a	14.6%	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	8.3%	4.3%	7.4%	9.5%	*	41.2%	-	*	n/a	7.5%	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	17.7%	17.4%	17.2%	19.0%	*	29.4%	-	*	n/a	16.5%	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	19.9%	17.4%	19.2%	19.0%	*	47.1%	-	*	n/a	18.2%	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	40.3%	12.5%	38.7%	40.0%	-	81.8%	-	*	n/a	38.9%	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	23.3%	*	19.8%	30.0%	-	66.7%	-	*	n/a	18.6%	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	46.3%	*	38.1%	*	-	71.4%	-	-	n/a	38.9%	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 1,449
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	25.0%	*	23.5%	12.5%	-	80.0%	-	*	n/a	22.8%	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	25.4%	*	22.9%	12.5%	-	75.0%	-	*	n/a	23.0%	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	96.8%	91.7%	97.3%	95.2%	*	92.3%	-	*	n/a	96.9%	n/a
2017-18	74.6%	53.5%	?	?	?	?	-	-	-	-	n/a	?	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	28.1%	18.2%	24.8%	55.0%	*	66.7%	-	*	n/a	25.6%	n/a
2017-18	37.9%	35.1%	16.7%	*	*	*	-	-	-	-	n/a	20.0%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	988	980	973	1094	*	1125	-	*	n/a	976	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	494	507	487	548	*	545	-	*	n/a	487	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	494	473	486	546	*	580	-	*	n/a	489	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	20.8	-	20.4	*	-	22.0	-	-	n/a	19.9	n/a
2017-18	20.6	20.5	18.7	*	*	*	-	-	-	-	n/a	19.6	n/a
English Language Arts													
2018-19	20.3	19.1	20.2	-	20.1	*	-	21.3	-	-	n/a	19.1	n/a
2017-18	20.3	20.0	18.6	*	*	*	-	-	-	-	n/a	19.5	n/a
Mathematics													
2018-19	20.4	19.9	20.9	-	20.3	*	-	22.0	-	-	n/a	20.0	n/a
2017-18	20.6	20.6	18.7	*	*	*	-	-	-	-	n/a	19.6	n/a
Science													
2018-19	20.8	20.2	20.6	-	20.1	*	-	22.2	-	-	n/a	20.5	n/a
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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 1,449
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													
2018-19	44.6%	39.1%	50.0%	47.2%	49.1%	49.0%	*	84.4%	-	62.5%	27.4%	49.1%	34.9%
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	13.8%	13.9%	13.2%	13.7%	*	34.4%	-	25.0%	1.2%	12.9%	5.8%
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	24.5%	19.4%	23.9%	23.5%	*	53.1%	-	25.0%	2.4%	24.0%	8.7%
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	31.7%	38.9%	30.3%	33.3%	*	68.8%	-	25.0%	20.2%	30.7%	19.4%
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	28.0%	22.9%	26.4%	32.4%	*	71.9%	-	62.5%	0.0%	26.9%	6.6%
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 1,449
 Grade Span: PK - 12
 School Type: Elementary/Secondary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	1,449	100.0%	52,792	5,479,173	1,449	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	31	2.1%	4.6%	4.5%	31	2.1%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	394	27.2%	8.3%	8.2%	394	27.2%	8.3%	8.2%
Grade 10	348	24.0%	7.7%	7.4%	348	24.0%	7.7%	7.4%
Grade 11	338	23.3%	7.4%	6.9%	338	23.3%	7.4%	6.9%
Grade 12	338	23.3%	7.1%	6.4%	338	23.3%	7.1%	6.4%
Ethnic Distribution:								
African American	41	2.8%	7.4%	12.6%	41	2.8%	7.4%	12.6%
Hispanic	1,240	85.6%	83.3%	52.8%	1,240	85.6%	83.3%	52.8%
White	132	9.1%	5.5%	27.0%	132	9.1%	5.5%	27.0%
American Indian	1	0.1%	0.1%	0.4%	1	0.1%	0.1%	0.4%
Asian	25	1.7%	3.0%	4.6%	25	1.7%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	10	0.7%	0.6%	2.5%	10	0.7%	0.7%	2.5%
Sex:								
Female	724	50.0%	48.4%	48.8%	724	50.0%	48.4%	48.8%
Male	725	50.0%	51.6%	51.2%	725	50.0%	51.6%	51.2%
Economically Disadvantaged	993	68.5%	78.8%	60.3%	993	68.5%	78.7%	60.2%
Non-Educationally Disadvantaged	456	31.5%	21.2%	39.7%	456	31.5%	21.3%	39.8%
Section 504 Students	105	7.2%	5.7%	6.9%	105	7.2%	5.7%	6.9%
English Learners (EL)	150	10.4%	29.0%	20.3%	150	10.4%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	8	0.6%	1.6%	1.5%				
Students w/ Dyslexia	66	4.6%	4.3%	4.1%	66	4.6%	4.3%	4.1%
Foster Care	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Homeless	2	0.1%	1.2%	1.4%	2	0.1%	1.2%	1.4%
Immigrant	12	0.8%	2.8%	2.3%	12	0.8%	2.8%	2.3%
Migrant	2	0.1%	0.2%	0.3%	2	0.1%	0.2%	0.3%
Title I	0	0.0%	69.1%	65.1%	0	0.0%	69.1%	65.1%
Military Connected	1	0.1%	0.1%	1.9%	1	0.1%	0.1%	1.9%
At-Risk	541	37.3%	58.9%	50.6%	541	37.3%	58.9%	50.5%

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 1,449
 Grade Span: PK - 12
 School Type: Elementary/Secondary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	140	9.7%	27.4%	20.6%	140	9.7%	27.3%	20.6%
Career & Technical Education	1,418	97.9%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	1,418	100.0%	36.3%	50.8%	1,418	100.0%	36.2%	50.8%
Gifted & Talented Education	109	7.5%	5.4%	8.1%	109	7.5%	5.4%	8.1%
Special Education	89	6.1%	11.4%	10.5%	89	6.1%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	89							
By Type of Primary Disability								
Students with Intellectual Disabilities	51	57.3%	44.3%	42.4%				
Students with Physical Disabilities	*	*	17.5%	21.4%				
Students with Autism	**	**	20.6%	13.8%				
Students with Behavioral Disabilities	19	21.3%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	46	3.3%	16.3%	15.3%				
By Ethnicity:								
African American	4	0.3%						
Hispanic	37	2.7%						
White	5	0.4%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	55	5.1%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	0.3%	4.8%	7.8%	3.8%	7.1%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 1,449
 Grade Span: PK - 12
 School Type: Elementary/Secondary

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	16.7	14.9	16.4
Foreign Languages	26.2	19.1	18.7
Mathematics	18.4	16.1	17.8
Science	19.0	16.9	18.8
Social Studies	19.1	15.7	19.3

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 1,449
 Grade Span: PK - 12
 School Type: Elementary/Secondary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	118.4	100.0%	100.0%	100.0%
Professional Staff:	111.9	94.6%	58.1%	63.7%
Teachers	90.8	76.7%	44.9%	49.4%
Professional Support	16.2	13.7%	9.8%	10.2%
Campus Administration (School Leadership)	5.0	4.2%	2.3%	3.0%
Educational Aides:	6.4	5.4%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	2.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	4.0	n/a	116.0	12,901.0
Part-time	1.0	n/a	13.0	1,103.0
Total Minority Staff:	39.8	33.6%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	4.4	4.8%	9.9%	10.8%
Hispanic	26.0	28.6%	36.6%	28.1%
White	58.4	64.3%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	2.2%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	39.2	43.2%	24.5%	23.8%
Females	51.5	56.8%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	12.1	13.4%	0.8%	1.3%
Bachelors	57.2	63.1%	75.8%	73.4%
Masters	20.4	22.5%	22.4%	24.5%
Doctorate	1.0	1.1%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.2	1.4%	5.6%	7.4%
1-5 Years Experience	38.7	42.7%	32.5%	27.9%
6-10 Years Experience	28.2	31.1%	22.4%	19.4%
11-20 Years Experience	16.4	18.1%	27.9%	29.4%
Over 20 Years Experience	6.1	6.8%	11.6%	15.9%
Number of Students per Teacher	16.0	n/a	14.1	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 1,449
 Grade Span: PK - 12
 School Type: Elementary/Secondary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	7.8	6.2
Average Years Experience of Principals with District	8.0	7.5	5.3
Average Years Experience of Assistant Principals	5.0	6.9	5.3
Average Years Experience of Assistant Principals with District	5.0	6.6	4.7
Average Years Experience of Teachers:	8.6	9.9	11.1
Average Years Experience of Teachers with District:	6.4	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,737	\$55,037	\$49,868
1-5 Years Experience	\$57,337	\$57,238	\$52,823
6-10 Years Experience	\$61,099	\$60,106	\$55,756
11-20 Years Experience	\$61,905	\$60,422	\$59,308
Over 20 Years Experience	\$69,120	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$60,108	\$59,499	\$57,091
Professional Support	\$78,344	\$73,749	\$67,352
Campus Administration (School Leadership)	\$103,720	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 1,449
 Grade Span: PK - 12
 School Type: Elementary/Secondary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	13.2%	6.5%
Career & Technical Education	33.9	37.4%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	39.3	43.2%	64.1%	70.9%
Special Education	9.8	10.8%	14.2%	9.3%
Other	7.8	8.5%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **BEVERLY HILLS INT**

Campus Number: **101917041**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 980
Grade Span: 07 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year’s report is not updated.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 980
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 980
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	76%	74%	80%	76%	78%	81%	*	98%	-	*	61%	*	81%	75%	80%	85%
	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%
	2019	25%	17%	21%	13%	20%	36%	-	46%	-	*	9%	*	24%	14%	19%	20%
At Masters Grade Level	2018	28%	23%	23%	15%	20%	19%	*	72%	-	*	12%	*	25%	15%	22%	20%
	2019	25%	17%	21%	13%	20%	36%	-	46%	-	*	9%	*	24%	14%	19%	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 980
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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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)
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%
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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 980
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	62	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	82	87	86	87	85	80	-	95	-	*	86	50	86	85	85	84
	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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 980
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 980
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 980
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	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%
	2018	38%	36%	51%	-	-	-	-	-	45%	-	45%	65%	45%	51%
Mathematics	2019	45%	48%	56%	-	-	-	-	-	52%	-	52%	36%	52%	48%
	2018	47%	48%	48%	-	-	-	-	-	34%	-	34%	64%	34%	41%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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
 Campus Number: 101917041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 980
 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													
2018-19	95.4%	94.4%	95.8%	95.0%	95.8%	94.0%	-	98.4%	-	95.8%	94.3%	95.6%	96.5%
2017-18	95.4%	94.2%	95.6%	94.4%	95.7%	94.9%	*	98.3%	-	94.5%	93.1%	95.4%	96.2%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	0.1%	0.0%	0.2%	0.0%	-	0.0%	-	0.0%	0.0%	0.1%	0.0%
2017-18	0.4%	0.2%	0.1%	0.5%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.1%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 980
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 980
 Grade Span: 07 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 980
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 980
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 980
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 980
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 980
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 980
 Grade Span: 07 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	980	100.0%	52,792	5,479,173	980	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	511	52.1%	7.8%	7.7%	511	52.1%	7.8%	7.7%
Grade 8	469	47.9%	7.3%	7.5%	469	47.9%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	182	18.6%	7.4%	12.6%	182	18.6%	7.4%	12.6%
Hispanic	649	66.2%	83.3%	52.8%	649	66.2%	83.3%	52.8%
White	37	3.8%	5.5%	27.0%	37	3.8%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	98	10.0%	3.0%	4.6%	98	10.0%	3.0%	4.6%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	13	1.3%	0.6%	2.5%	13	1.3%	0.7%	2.5%
Sex:								
Female	473	48.3%	48.4%	48.8%	473	48.3%	48.4%	48.8%
Male	507	51.7%	51.6%	51.2%	507	51.7%	51.6%	51.2%
Economically Disadvantaged	710	72.4%	78.8%	60.3%	710	72.4%	78.7%	60.2%
Non-Educationally Disadvantaged	270	27.6%	21.2%	39.7%	270	27.6%	21.3%	39.8%
Section 504 Students	70	7.1%	5.7%	6.9%	70	7.1%	5.7%	6.9%
English Learners (EL)	154	15.7%	29.0%	20.3%	154	15.7%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	24	2.3%	1.6%	1.5%				
Students w/ Dyslexia	50	5.1%	4.3%	4.1%	50	5.1%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	3	0.3%	1.2%	1.4%	3	0.3%	1.2%	1.4%
Immigrant	24	2.4%	2.8%	2.3%	24	2.4%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	980	100.0%	69.1%	65.1%	980	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	462	47.1%	58.9%	50.6%	462	47.1%	58.9%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 980
Grade Span: 07 - 08
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	126	12.9%	27.4%	20.6%	126	12.9%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	49	5.0%	5.4%	8.1%	49	5.0%	5.4%	8.1%
Special Education	105	10.7%	11.4%	10.5%	105	10.7%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	105							
By Type of Primary Disability								
Students with Intellectual Disabilities	52	49.5%	44.3%	42.4%				
Students with Physical Disabilities	12	11.4%	17.5%	21.4%				
Students with Autism	25	23.8%	20.6%	13.8%				
Students with Behavioral Disabilities	16	15.2%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	130	12.6%	16.3%	15.3%				
By Ethnicity:								
African American	37	3.6%						
Hispanic	73	7.1%						
White	10	1.0%						
American Indian	0	0.0%						
Asian	8	0.8%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	61	13.3%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	0.0%	0.6%	0.5%	0.0%	0.5%	0.6%
Grade 8	0.0%	0.3%	0.4%	1.6%	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 980
 Grade Span: 07 - 08
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	13.7	14.9	16.4
Foreign Languages	20.2	19.1	18.7
Mathematics	18.9	16.1	17.8
Science	16.8	16.9	18.8
Social Studies	16.2	15.7	19.3

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 980
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	94.0	100.0%	100.0%	100.0%
Professional Staff:	83.1	88.4%	58.1%	63.7%
Teachers	74.8	79.6%	44.9%	49.4%
Professional Support	5.1	5.5%	9.8%	10.2%
Campus Administration (School Leadership)	3.1	3.3%	2.3%	3.0%
Educational Aides:	10.9	11.6%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,373.0
Part-time	1.0	n/a	9.0	595.0
Counselors				
Full-time	0.0	n/a	116.0	12,901.0
Part-time	2.0	n/a	13.0	1,103.0
Total Minority Staff:	35.6	37.9%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	13.0	17.4%	9.9%	10.8%
Hispanic	10.0	13.4%	36.6%	28.1%
White	46.8	62.5%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	2.7%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	3.0	4.0%	1.0%	1.1%
Males	23.1	30.9%	24.5%	23.8%
Females	51.7	69.1%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.4	0.5%	0.8%	1.3%
Bachelors	58.9	78.7%	75.8%	73.4%
Masters	13.6	18.1%	22.4%	24.5%
Doctorate	2.0	2.7%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	5.6%	7.4%
1-5 Years Experience	24.0	32.1%	32.5%	27.9%
6-10 Years Experience	12.3	16.4%	22.4%	19.4%
11-20 Years Experience	27.4	36.6%	27.9%	29.4%
Over 20 Years Experience	11.2	14.9%	11.6%	15.9%
Number of Students per Teacher	13.1	n/a	14.1	15.1

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 980
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	7.8	6.2
Average Years Experience of Principals with District	7.0	7.5	5.3
Average Years Experience of Assistant Principals	3.7	6.9	5.3
Average Years Experience of Assistant Principals with District	3.7	6.6	4.7
Average Years Experience of Teachers:	11.9	9.9	11.1
Average Years Experience of Teachers with District:	9.6	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,739	\$55,037	\$49,868
1-5 Years Experience	\$57,034	\$57,238	\$52,823
6-10 Years Experience	\$61,660	\$60,106	\$55,756
11-20 Years Experience	\$61,064	\$60,422	\$59,308
Over 20 Years Experience	\$64,845	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$60,431	\$59,499	\$57,091
Professional Support	\$64,506	\$73,749	\$67,352
Campus Administration (School Leadership)	\$94,953	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 980
 Grade Span: 07 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	4.3	5.7%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	7.8	10.5%	1.7%	1.9%
Regular Education	45.6	60.9%	64.1%	70.9%
Special Education	17.1	22.8%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **JACKSON INT**

Campus Number: **101917042**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 652
Grade Span: 07 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 652
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 652
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	76%	74%	68%	100%	67%	90%	-	-	-	-	56%	*	71%	59%	68%	63%
	2019	51%	44%	39%	33%	39%	60%	*	*	*	*	44%	*	41%	31%	39%	35%
	2018	52%	47%	42%	38%	41%	70%	-	-	-	-	54%	*	44%	31%	40%	34%
	2019	25%	17%	14%	17%	14%	20%	*	*	*	*	12%	*	14%	17%	14%	13%
At Masters Grade Level	2018	28%	23%	23%	13%	23%	30%	-	-	-	-	15%	*	24%	17%	22%	18%
	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 652
 Grade Span: 07 - 08
 School Type: Middle

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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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)
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%
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
 2019-20 Campus Progress**

Total Students: 652
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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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	94	78	*	-	-	-	-	62	83	80	75	78	80
	2018	76	77	76	75	77	65	*	-	*	*	74	*	79	63	77	79
Grade 7 Mathematics	2019	62	57	69	63	69	*	-	-	-	-	71	40	71	61	69	69
	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	82	87	91	79	91	94	*	-	-	*	79	*	90	99	91	93
	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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 652
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 652
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

			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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 652
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		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	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%
	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 652
 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													
2018-19	95.4%	94.4%	94.4%	93.1%	94.5%	92.6%	*	*	*	*	92.7%	94.3%	94.6%
2017-18	95.4%	94.2%	94.2%	90.8%	94.4%	94.0%	*	-	*	*	92.4%	94.3%	95.0%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	0.3%	0.0%	0.3%	0.0%	*	*	*	*	1.3%	0.3%	0.4%
2017-18	0.4%	0.2%	0.6%	0.0%	0.6%	4.0%	*	-	*	*	2.0%	0.7%	0.4%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 652
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 652
 Grade Span: 07 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 652
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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 652
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 652
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 652
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 652
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 652
 Grade Span: 07 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	652	100.0%	52,792	5,479,173	652	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	321	49.2%	7.8%	7.7%	321	49.2%	7.8%	7.7%
Grade 8	331	50.8%	7.3%	7.5%	331	50.8%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	14	2.1%	7.4%	12.6%	14	2.1%	7.4%	12.6%
Hispanic	620	95.1%	83.3%	52.8%	620	95.1%	83.3%	52.8%
White	15	2.3%	5.5%	27.0%	15	2.3%	5.5%	27.0%
American Indian	1	0.2%	0.1%	0.4%	1	0.2%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.6%	0	0.0%	3.0%	4.6%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	1	0.2%	0.6%	2.5%	1	0.2%	0.7%	2.5%
Sex:								
Female	314	48.2%	48.4%	48.8%	314	48.2%	48.4%	48.8%
Male	338	51.8%	51.6%	51.2%	338	51.8%	51.6%	51.2%
Economically Disadvantaged	592	90.8%	78.8%	60.3%	592	90.8%	78.7%	60.2%
Non-Educationally Disadvantaged	60	9.2%	21.2%	39.7%	60	9.2%	21.3%	39.8%
Section 504 Students	53	8.1%	5.7%	6.9%	53	8.1%	5.7%	6.9%
English Learners (EL)	222	34.0%	29.0%	20.3%	222	34.0%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	18	2.3%	1.6%	1.5%				
Students w/ Dyslexia	47	7.2%	4.3%	4.1%	47	7.2%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	6	0.9%	1.2%	1.4%	6	0.9%	1.2%	1.4%
Immigrant	23	3.5%	2.8%	2.3%	23	3.5%	2.8%	2.3%
Migrant	4	0.6%	0.2%	0.3%	4	0.6%	0.2%	0.3%
Title I	652	100.0%	69.1%	65.1%	652	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	457	70.1%	58.9%	50.6%	457	70.1%	58.9%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 652
 Grade Span: 07 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	206	31.6%	27.4%	20.6%	206	31.6%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	41	6.3%	5.4%	8.1%	41	6.3%	5.4%	8.1%
Special Education	73	11.2%	11.4%	10.5%	73	11.2%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	73							
By Type of Primary Disability								
Students with Intellectual Disabilities	47	64.4%	44.3%	42.4%				
Students with Physical Disabilities	*	*	17.5%	21.4%				
Students with Autism	**	**	20.6%	13.8%				
Students with Behavioral Disabilities	12	16.4%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	133	17.1%	16.3%	15.3%				
By Ethnicity:								
African American	8	1.0%						
Hispanic	117	15.0%						
White	5	0.6%						
American Indian	0	0.0%						
Asian	1	0.1%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	50	14.7%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	3.2%	0.6%	0.5%	0.0%	0.5%	0.6%
Grade 8	0.3%	0.3%	0.4%	0.0%	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 652
 Grade Span: 07 - 08
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	10.9	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	14.6	16.1	17.8
Science	13.0	16.9	18.8
Social Studies	12.5	15.7	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 652
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	73.3	100.0%	100.0%	100.0%
Professional Staff:	60.5	82.6%	58.1%	63.7%
Teachers	50.7	69.2%	44.9%	49.4%
Professional Support	6.8	9.3%	9.8%	10.2%
Campus Administration (School Leadership)	3.0	4.1%	2.3%	3.0%
Educational Aides:	12.8	17.4%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,373.0
Part-time	1.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	1.0	n/a	13.0	1,103.0
Total Minority Staff:	40.1	54.8%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	5.7	11.3%	9.9%	10.8%
Hispanic	17.5	34.6%	36.6%	28.1%
White	25.4	50.1%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.0%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.0%	1.0%	1.1%
Males	13.7	27.0%	24.5%	23.8%
Females	37.0	73.0%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	40.1	79.2%	75.8%	73.4%
Masters	10.6	20.8%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.0	9.9%	5.6%	7.4%
1-5 Years Experience	27.2	53.6%	32.5%	27.9%
6-10 Years Experience	7.7	15.3%	22.4%	19.4%
11-20 Years Experience	7.8	15.4%	27.9%	29.4%
Over 20 Years Experience	3.0	5.9%	11.6%	15.9%
Number of Students per Teacher	12.9	n/a	14.1	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 652
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	7.8	6.2
Average Years Experience of Principals with District	14.0	7.5	5.3
Average Years Experience of Assistant Principals	10.5	6.9	5.3
Average Years Experience of Assistant Principals with District	10.5	6.6	4.7
Average Years Experience of Teachers:	6.9	9.9	11.1
Average Years Experience of Teachers with District:	5.4	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,019	\$55,037	\$49,868
1-5 Years Experience	\$57,184	\$57,238	\$52,823
6-10 Years Experience	\$60,073	\$60,106	\$55,756
11-20 Years Experience	\$61,818	\$60,422	\$59,308
Over 20 Years Experience	\$60,161	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,398	\$59,499	\$57,091
Professional Support	\$69,747	\$73,749	\$67,352
Campus Administration (School Leadership)	\$101,579	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 652
 Grade Span: 07 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.0%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	4.6	9.1%	1.7%	1.9%
Regular Education	34.4	67.8%	64.1%	70.9%
Special Education	11.1	21.9%	14.2%	9.3%
Other	0.1	0.2%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **PARK VIEW INT**

Campus Number: **101917043**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 638
Grade Span: 07 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 638
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 638
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	76%	74%	73%	62%	72%	82%	-	*	-	*	40%	*	74%	69%	71%	72%
	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%
	2019	25%	17%	14%	0%	13%	23%	-	*	-	*	7%	0%	14%	11%	12%	9%
At Masters Grade Level	2018	28%	23%	17%	0%	15%	41%	-	*	-	*	0%	*	19%	10%	14%	16%
	2019	25%	17%	14%	0%	13%	23%	-	*	-	*	7%	0%	14%	11%	12%	9%
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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 638
Grade Span: 07 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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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)
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%
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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 638
 Grade Span: 07 - 08
 School Type: Middle

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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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	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	62	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	82	87	88	89	89	81	-	*	-	*	81	100	87	92	88	92
	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 638
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 638
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 638
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	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%
	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 638
 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													
2018-19	95.4%	94.4%	94.3%	92.9%	94.6%	91.8%	-	*	-	91.5%	94.1%	94.1%	96.1%
2017-18	95.4%	94.2%	93.7%	92.0%	93.9%	92.4%	*	95.2%	-	*	92.4%	93.7%	94.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.2%	0.7%	2.2%	0.7%	0.0%	-	0.0%	-	*	0.9%	0.8%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 638
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 638
 Grade Span: 07 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 638
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 638
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 638
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 638
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 638
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 638
Grade Span: 07 - 08
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	638	100.0%	52,792	5,479,173	638	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	353	55.3%	7.8%	7.7%	353	55.3%	7.8%	7.7%
Grade 8	285	44.7%	7.3%	7.5%	285	44.7%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	43	6.7%	7.4%	12.6%	43	6.7%	7.4%	12.6%
Hispanic	557	87.3%	83.3%	52.8%	557	87.3%	83.3%	52.8%
White	32	5.0%	5.5%	27.0%	32	5.0%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	1	0.2%	3.0%	4.6%	1	0.2%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	5	0.8%	0.6%	2.5%	5	0.8%	0.7%	2.5%
Sex:								
Female	298	46.7%	48.4%	48.8%	298	46.7%	48.4%	48.8%
Male	340	53.3%	51.6%	51.2%	340	53.3%	51.6%	51.2%
Economically Disadvantaged	543	85.1%	78.8%	60.3%	543	85.1%	78.7%	60.2%
Non-Educationally Disadvantaged	95	14.9%	21.2%	39.7%	95	14.9%	21.3%	39.8%
Section 504 Students	53	8.3%	5.7%	6.9%	53	8.3%	5.7%	6.9%
English Learners (EL)	167	26.2%	29.0%	20.3%	167	26.2%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	10	1.5%	1.6%	1.5%				
Students w/ Dyslexia	33	5.2%	4.3%	4.1%	33	5.2%	4.3%	4.1%
Foster Care	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Homeless	10	1.6%	1.2%	1.4%	10	1.6%	1.2%	1.4%
Immigrant	17	2.7%	2.8%	2.3%	17	2.7%	2.8%	2.3%
Migrant	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Title I	638	100.0%	69.1%	65.1%	638	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	419	65.7%	58.9%	50.6%	419	65.7%	58.9%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 638
Grade Span: 07 - 08
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	149	23.4%	27.4%	20.6%	149	23.4%	27.3%	20.6%
Career & Technical Education	93	14.6%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	19	3.0%	5.4%	8.1%	19	3.0%	5.4%	8.1%
Special Education	102	16.0%	11.4%	10.5%	102	16.0%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	102							
By Type of Primary Disability								
Students with Intellectual Disabilities	53	52.0%	44.3%	42.4%				
Students with Physical Disabilities	*	*	17.5%	21.4%				
Students with Autism	**	**	20.6%	13.8%				
Students with Behavioral Disabilities	27	26.5%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	106	16.0%	16.3%	15.3%				
By Ethnicity:								
African American	10	1.5%						
Hispanic	87	13.2%						
White	4	0.6%						
American Indian	0	0.0%						
Asian	2	0.3%						
Pacific Islander	0	0.0%						
Two or More Races	3	0.5%						
Student Attrition (2018-19):								
Total Student Attrition	64	21.6%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	0.0%	0.6%	0.5%	1.7%	0.5%	0.6%
Grade 8	0.0%	0.3%	0.4%	0.0%	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 638
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 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	16.0	14.9	16.4
Foreign Languages	14.4	19.1	18.7
Mathematics	17.0	16.1	17.8
Science	17.5	16.9	18.8
Social Studies	16.1	15.7	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 638
Grade Span: 07 - 08
School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	81.4	100.0%	100.0%	100.0%
Professional Staff:	65.6	80.6%	58.1%	63.7%
Teachers	53.8	66.2%	44.9%	49.4%
Professional Support	8.8	10.8%	9.8%	10.2%
Campus Administration (School Leadership)	3.0	3.7%	2.3%	3.0%
Educational Aides:	15.8	19.4%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	1.0	n/a	13.0	1,103.0
Total Minority Staff:	37.4	45.9%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	6.0	11.2%	9.9%	10.8%
Hispanic	12.9	24.0%	36.6%	28.1%
White	32.9	61.2%	49.3%	57.7%
American Indian	1.0	1.9%	0.2%	0.3%
Asian	1.0	1.9%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	18.0	33.3%	24.5%	23.8%
Females	35.9	66.7%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	38.6	71.7%	75.8%	73.4%
Masters	15.2	28.3%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.4	8.1%	5.6%	7.4%
1-5 Years Experience	20.8	38.7%	32.5%	27.9%
6-10 Years Experience	11.1	20.6%	22.4%	19.4%
11-20 Years Experience	12.6	23.4%	27.9%	29.4%
Over 20 Years Experience	5.0	9.3%	11.6%	15.9%
Number of Students per Teacher	11.8	n/a	14.1	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 638
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.8	6.2
Average Years Experience of Principals with District	2.0	7.5	5.3
Average Years Experience of Assistant Principals	3.0	6.9	5.3
Average Years Experience of Assistant Principals with District	3.0	6.6	4.7
Average Years Experience of Teachers:	8.3	9.9	11.1
Average Years Experience of Teachers with District:	6.2	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,295	\$55,037	\$49,868
1-5 Years Experience	\$56,265	\$57,238	\$52,823
6-10 Years Experience	\$61,206	\$60,106	\$55,756
11-20 Years Experience	\$58,219	\$60,422	\$59,308
Over 20 Years Experience	\$63,637	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,425	\$59,499	\$57,091
Professional Support	\$65,407	\$73,749	\$67,352
Campus Administration (School Leadership)	\$94,888	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 638
 Grade Span: 07 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	2.3	4.3%	13.2%	6.5%
Career & Technical Education	0.7	1.2%	3.6%	5.0%
Compensatory Education	0.3	0.6%	0.2%	2.8%
Gifted & Talented Education	2.3	4.3%	1.7%	1.9%
Regular Education	34.7	64.4%	64.1%	70.9%
Special Education	13.6	25.3%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **QUEENS INT**

Campus Number: **101917044**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 639
Grade Span: 07 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 639
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 639
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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)
At Meets Grade Level or Above	2018	76%	74%	70%	*	71%	70%	-	-	-	*	31%	*	73%	59%	69%	64%
	2019	51%	44%	37%	*	37%	*	-	-	-	-	26%	*	39%	28%	36%	35%
	2018	52%	47%	40%	*	40%	50%	-	-	-	*	19%	*	42%	32%	38%	35%
	2019	25%	17%	9%	*	10%	*	-	-	-	-	6%	*	10%	6%	10%	10%
At Masters Grade Level	2018	28%	23%	17%	*	16%	20%	-	-	-	*	6%	*	18%	14%	15%	14%
	2019	25%	17%	9%	*	10%	*	-	-	-	-	6%	*	10%	6%	10%	10%
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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 639
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 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%
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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 639
 Grade Span: 07 - 08
 School Type: Middle

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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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	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	62	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	82	87	84	*	84	*	-	-	-	-	70	*	87	70	84	83
	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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 639
 Grade Span: 07 - 08
 School Type: Middle

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 639
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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			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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 639
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	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%
	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 639
 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													
2018-19	95.4%	94.4%	95.2%	89.0%	95.4%	91.1%	*	*	-	*	92.6%	95.1%	96.2%
2017-18	95.4%	94.2%	95.3%	90.7%	95.4%	92.5%	*	-	-	*	92.1%	95.2%	95.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	0.1%	0.0%	0.1%	0.0%	*	*	-	*	0.0%	0.2%	0.0%
2017-18	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 639
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 639
 Grade Span: 07 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 639
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 639
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 639
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 639
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 639
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 639
 Grade Span: 07 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	639	100.0%	52,792	5,479,173	639	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	317	49.6%	7.8%	7.7%	317	49.6%	7.8%	7.7%
Grade 8	322	50.4%	7.3%	7.5%	322	50.4%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	9	1.4%	7.4%	12.6%	9	1.4%	7.4%	12.6%
Hispanic	614	96.1%	83.3%	52.8%	614	96.1%	83.3%	52.8%
White	13	2.0%	5.5%	27.0%	13	2.0%	5.5%	27.0%
American Indian	1	0.2%	0.1%	0.4%	1	0.2%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.6%	0	0.0%	3.0%	4.6%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	1	0.2%	0.6%	2.5%	1	0.2%	0.7%	2.5%
Sex:								
Female	321	50.2%	48.4%	48.8%	321	50.2%	48.4%	48.8%
Male	318	49.8%	51.6%	51.2%	318	49.8%	51.6%	51.2%
Economically Disadvantaged	563	88.1%	78.8%	60.3%	563	88.1%	78.7%	60.2%
Non-Educationally Disadvantaged	76	11.9%	21.2%	39.7%	76	11.9%	21.3%	39.8%
Section 504 Students	38	5.9%	5.7%	6.9%	38	5.9%	5.7%	6.9%
English Learners (EL)	201	31.5%	29.0%	20.3%	201	31.5%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	20	2.8%	1.6%	1.5%				
Students w/ Dyslexia	25	3.9%	4.3%	4.1%	25	3.9%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	7	1.1%	1.2%	1.4%	7	1.1%	1.2%	1.4%
Immigrant	12	1.9%	2.8%	2.3%	12	1.9%	2.8%	2.3%
Migrant	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Title I	639	100.0%	69.1%	65.1%	639	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	424	66.4%	58.9%	50.6%	424	66.4%	58.9%	50.5%

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 639
 Grade Span: 07 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	183	28.6%	27.4%	20.6%	183	28.6%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	29	4.5%	5.4%	8.1%	29	4.5%	5.4%	8.1%
Special Education	66	10.3%	11.4%	10.5%	66	10.3%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	66							
By Type of Primary Disability								
Students with Intellectual Disabilities	31	47.0%	44.3%	42.4%				
Students with Physical Disabilities	*	*	17.5%	21.4%				
Students with Autism	**	**	20.6%	13.8%				
Students with Behavioral Disabilities	18	27.3%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	98	13.8%	16.3%	15.3%				
By Ethnicity:								
African American	4	0.6%						
Hispanic	87	12.2%						
White	6	0.8%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.1%						
Student Attrition (2018-19):								
Total Student Attrition	51	15.1%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	1.4%	0.6%	0.5%	0.0%	0.5%	0.6%
Grade 8	0.0%	0.3%	0.4%	0.0%	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 639
 Grade Span: 07 - 08
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	17.2	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	18.2	16.1	17.8
Science	20.0	16.9	18.8
Social Studies	18.2	15.7	19.3

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 639
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	70.5	100.0%	100.0%	100.0%
Professional Staff:	58.1	82.4%	58.1%	63.7%
Teachers	49.1	69.7%	44.9%	49.4%
Professional Support	7.8	11.0%	9.8%	10.2%
Campus Administration (School Leadership)	1.2	1.7%	2.3%	3.0%
Educational Aides:	12.4	17.6%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,373.0
Part-time	1.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	1.0	n/a	13.0	1,103.0
Total Minority Staff:	36.3	51.5%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	12.4	25.2%	9.9%	10.8%
Hispanic	10.0	20.4%	36.6%	28.1%
White	24.8	50.4%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	2.0	4.1%	1.0%	1.1%
Males	16.1	32.7%	24.5%	23.8%
Females	33.1	67.3%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	26.3	53.6%	75.8%	73.4%
Masters	22.8	46.4%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	6.1%	5.6%	7.4%
1-5 Years Experience	13.5	27.5%	32.5%	27.9%
6-10 Years Experience	9.9	20.1%	22.4%	19.4%
11-20 Years Experience	18.1	36.8%	27.9%	29.4%
Over 20 Years Experience	4.7	9.5%	11.6%	15.9%
Number of Students per Teacher	13.0	n/a	14.1	15.1

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 639
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.8	6.2
Average Years Experience of Principals with District	2.0	7.5	5.3
Average Years Experience of Assistant Principals	4.5	6.9	5.3
Average Years Experience of Assistant Principals with District	4.5	6.6	4.7
Average Years Experience of Teachers:	10.2	9.9	11.1
Average Years Experience of Teachers with District:	8.4	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,006	\$55,037	\$49,868
1-5 Years Experience	\$57,670	\$57,238	\$52,823
6-10 Years Experience	\$62,252	\$60,106	\$55,756
11-20 Years Experience	\$63,362	\$60,422	\$59,308
Over 20 Years Experience	\$68,246	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$61,589	\$59,499	\$57,091
Professional Support	\$68,111	\$73,749	\$67,352
Campus Administration (School Leadership)	\$109,504	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 639
 Grade Span: 07 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.2	0.4%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	1.4	2.8%	1.7%	1.9%
Regular Education	38.7	78.8%	64.1%	70.9%
Special Education	8.8	18.0%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SAN JACINTO INT**

Campus Number: **101917045**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

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

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year’s report is not updated.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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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)
At Meets Grade Level or Above	2018	76%	74%	65%	50%	65%	76%	-	-	-	*	40%	*	67%	54%	64%	63%
	2019	51%	44%	27%	0%	27%	40%	*	*	-	*	23%	*	28%	24%	26%	23%
	2018	52%	47%	41%	50%	40%	65%	-	-	-	*	20%	*	44%	28%	41%	34%
	2019	25%	17%	7%	0%	7%	0%	*	*	-	*	5%	*	8%	4%	6%	6%
At Masters Grade Level	2018	28%	23%	20%	38%	18%	35%	-	-	-	*	6%	*	21%	10%	17%	15%
	2019	25%	17%	7%	0%	7%	0%	*	*	-	*	5%	*	8%	4%	6%	6%
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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 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%
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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

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

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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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	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	62	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	82	87	72	61	74	63	*	*	-	*	65	*	73	71	71	73
	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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

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

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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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%	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

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

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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			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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		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	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%
	2018	38%	36%	38%	-	-	-	-	-	28%	-	28%	46%	28%	30%
Mathematics	2019	45%	48%	40%	-	-	-	-	-	32%	-	32%	42%	32%	34%
	2018	47%	48%	50%	-	-	-	-	-	36%	-	36%	63%	36%	38%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

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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)
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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

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													
2018-19	95.4%	94.4%	94.5%	91.8%	94.8%	91.7%	*	*	-	*	94.5%	94.4%	94.2%
2017-18	95.4%	94.2%	94.8%	93.5%	95.1%	91.5%	*	*	-	*	92.6%	94.8%	95.0%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	0.1%	0.0%	0.0%	2.0%	*	*	-	*	0.0%	0.0%	0.0%
2017-18	0.4%	0.2%	0.5%	0.0%	0.4%	2.0%	*	*	-	*	0.0%	0.4%	1.2%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

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Texas Education Agency
Texas Academic Performance Report
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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)
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

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

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

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)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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Texas Education Agency
Texas Academic Performance Report
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Total Students: 668
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: SAN JACINTO INT
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

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

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	668	100.0%	52,792	5,479,173	669	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	344	51.5%	7.8%	7.7%	344	51.4%	7.8%	7.7%
Grade 8	324	48.5%	7.3%	7.5%	325	48.6%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	30	4.5%	7.4%	12.6%	31	4.6%	7.4%	12.6%
Hispanic	600	89.8%	83.3%	52.8%	600	89.7%	83.3%	52.8%
White	36	5.4%	5.5%	27.0%	36	5.4%	5.5%	27.0%
American Indian	2	0.3%	0.1%	0.4%	2	0.3%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.6%	0	0.0%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	0.6%	2.5%	0	0.0%	0.7%	2.5%
Sex:								
Female	316	47.3%	48.4%	48.8%	316	47.2%	48.4%	48.8%
Male	352	52.7%	51.6%	51.2%	353	52.8%	51.6%	51.2%
Economically Disadvantaged	594	88.9%	78.8%	60.3%	595	88.9%	78.7%	60.2%
Non-Educationally Disadvantaged	74	11.1%	21.2%	39.7%	74	11.1%	21.3%	39.8%
Section 504 Students	49	7.3%	5.7%	6.9%	49	7.3%	5.7%	6.9%
English Learners (EL)	123	18.4%	29.0%	20.3%	123	18.4%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	34	4.6%	1.6%	1.5%				
Students w/ Dyslexia	28	4.2%	4.3%	4.1%	28	4.2%	4.3%	4.1%
Foster Care	2	0.3%	0.1%	0.3%	2	0.3%	0.1%	0.3%
Homeless	12	1.8%	1.2%	1.4%	12	1.8%	1.2%	1.4%
Immigrant	8	1.2%	2.8%	2.3%	8	1.2%	2.8%	2.3%
Migrant	1	0.1%	0.2%	0.3%	1	0.1%	0.2%	0.3%
Title I	668	100.0%	69.1%	65.1%	669	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	396	59.3%	58.9%	50.6%	397	59.3%	58.9%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

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

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	107	16.0%	27.4%	20.6%	107	16.0%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	39	5.8%	5.4%	8.1%	39	5.8%	5.4%	8.1%
Special Education	69	10.3%	11.4%	10.5%	70	10.5%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	69							
By Type of Primary Disability								
Students with Intellectual Disabilities	32	46.4%	44.3%	42.4%				
Students with Physical Disabilities	5	7.2%	17.5%	21.4%				
Students with Autism	9	13.0%	20.6%	13.8%				
Students with Behavioral Disabilities	23	33.3%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	131	17.8%	16.3%	15.3%				
By Ethnicity:								
African American	9	1.2%						
Hispanic	107	14.5%						
White	13	1.8%						
American Indian	2	0.3%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	53	15.7%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	0.0%	0.6%	0.5%	0.0%	0.5%	0.6%
Grade 8	1.1%	0.3%	0.4%	0.0%	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

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

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	18.9	14.9	16.4
Foreign Languages	25.0	19.1	18.7
Mathematics	21.4	16.1	17.8
Science	22.8	16.9	18.8
Social Studies	22.0	15.7	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

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

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	74.2	100.0%	100.0%	100.0%
Professional Staff:	61.3	82.7%	58.1%	63.7%
Teachers	50.3	67.8%	44.9%	49.4%
Professional Support	8.0	10.8%	9.8%	10.2%
Campus Administration (School Leadership)	3.0	4.0%	2.3%	3.0%
Educational Aides:	12.9	17.3%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,373.0
Part-time	1.0	n/a	9.0	595.0
Counselors				
Full-time	2.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	28.1	37.9%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.0	6.0%	9.9%	10.8%
Hispanic	12.0	23.8%	36.6%	28.1%
White	34.3	68.2%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.0%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	21.1	41.9%	24.5%	23.8%
Females	29.3	58.1%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	37.0	73.5%	75.8%	73.4%
Masters	10.4	20.6%	22.4%	24.5%
Doctorate	3.0	6.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	5.6%	7.4%
1-5 Years Experience	25.0	49.7%	32.5%	27.9%
6-10 Years Experience	9.3	18.4%	22.4%	19.4%
11-20 Years Experience	16.1	31.9%	27.9%	29.4%
Over 20 Years Experience	0.0	0.0%	11.6%	15.9%
Number of Students per Teacher	13.3	n/a	14.1	15.1

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

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

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	7.8	6.2
Average Years Experience of Principals with District	12.0	7.5	5.3
Average Years Experience of Assistant Principals	3.0	6.9	5.3
Average Years Experience of Assistant Principals with District	3.0	6.6	4.7
Average Years Experience of Teachers:	7.7	9.9	11.1
Average Years Experience of Teachers with District:	4.8	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,037	\$49,868
1-5 Years Experience	\$57,179	\$57,238	\$52,823
6-10 Years Experience	\$60,217	\$60,106	\$55,756
11-20 Years Experience	\$60,106	\$60,422	\$59,308
Over 20 Years Experience	-	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,672	\$59,499	\$57,091
Professional Support	\$68,255	\$73,749	\$67,352
Campus Administration (School Leadership)	\$96,394	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

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

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.4	0.9%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.3	0.6%	0.2%	2.8%
Gifted & Talented Education	0.9	1.8%	1.7%	1.9%
Regular Education	46.5	92.3%	64.1%	70.9%
Special Education	2.2	4.4%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SOUTH HOUSTON INT**

Campus Number: **101917046**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 708
Grade Span: 07 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 708
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 708
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	76%	74%	79%	64%	80%	82%	-	*	-	*	60%	*	82%	71%	78%	81%
	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%
	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%
	2019	37%	34%	47%	33%	48%	67%	-	*	*	*	40%	29%	53%	31%	47%	48%
At Meets Grade Level or Above	2018	36%	34%	63%	43%	65%	50%	-	*	-	*	48%	*	66%	51%	61%	67%
	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%
	2019	61%	73%	95%	-	95%	-	-	*	-	-	-	-	95%	*	95%	93%
At Meets Grade Level or Above	2018	55%	49%	100%	*	100%	-	-	*	-	-	-	*	100%	100%	100%	100%
	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%
	2019	50%	45%	46%	34%	47%	69%	-	71%	*	29%	40%	21%	49%	38%	46%	46%
At Meets Grade Level or Above	2018	48%	42%	49%	33%	51%	43%	-	100%	-	50%	37%	23%	52%	41%	48%	50%
	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%
	2019	48%	42%	44%	30%	45%	50%	-	60%	*	*	33%	12%	48%	34%	44%	42%
At Meets Grade Level or Above	2018	46%	39%	45%	25%	46%	47%	-	*	-	*	36%	29%	48%	36%	43%	45%
	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%
	2019	52%	47%	54%	41%	55%	80%	-	80%	*	*	46%	29%	55%	50%	54%	55%
At Meets Grade Level or Above	2018	50%	43%	53%	47%	54%	38%	-	*	-	*	44%	22%	55%	48%	52%	55%
	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 708
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 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%
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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Progress**

Total Students: 708
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	62	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	82	87	93	88	94	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 708
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 708
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

			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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 708
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		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	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%
	2018	38%	36%	47%	-	-	-	-	-	41%	*	40%	38%	41%	41%
Mathematics	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

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

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 708
 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													
2018-19	95.4%	94.4%	94.3%	91.0%	94.6%	94.7%	-	97.4%	-	*	91.9%	94.3%	94.8%
2017-18	95.4%	94.2%	95.0%	93.2%	95.2%	93.0%	*	*	-	*	93.3%	95.1%	95.8%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
2017-18	0.4%	0.2%	0.4%	1.2%	0.3%	0.0%	*	0.0%	-	0.0%	1.0%	0.4%	0.5%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 708
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 708
 Grade Span: 07 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 708
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 708
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 708
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 708
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 708
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 708
Grade Span: 07 - 08
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	708	100.0%	52,792	5,479,173	710	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	364	51.4%	7.8%	7.7%	365	51.4%	7.8%	7.7%
Grade 8	344	48.6%	7.3%	7.5%	345	48.6%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	72	10.2%	7.4%	12.6%	72	10.1%	7.4%	12.6%
Hispanic	610	86.2%	83.3%	52.8%	612	86.2%	83.3%	52.8%
White	18	2.5%	5.5%	27.0%	18	2.5%	5.5%	27.0%
American Indian	2	0.3%	0.1%	0.4%	2	0.3%	0.1%	0.4%
Asian	4	0.6%	3.0%	4.6%	4	0.6%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	2	0.3%	0.6%	2.5%	2	0.3%	0.7%	2.5%
Sex:								
Female	330	46.6%	48.4%	48.8%	332	46.8%	48.4%	48.8%
Male	378	53.4%	51.6%	51.2%	378	53.2%	51.6%	51.2%
Economically Disadvantaged	647	91.4%	78.8%	60.3%	647	91.1%	78.7%	60.2%
Non-Educationally Disadvantaged	61	8.6%	21.2%	39.7%	63	8.9%	21.3%	39.8%
Section 504 Students	67	9.5%	5.7%	6.9%	67	9.4%	5.7%	6.9%
English Learners (EL)	210	29.7%	29.0%	20.3%	210	29.6%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	21	2.8%	1.6%	1.5%				
Students w/ Dyslexia	40	5.6%	4.3%	4.1%	40	5.6%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	12	1.7%	1.2%	1.4%	12	1.7%	1.2%	1.4%
Immigrant	25	3.5%	2.8%	2.3%	25	3.5%	2.8%	2.3%
Migrant	4	0.6%	0.2%	0.3%	4	0.6%	0.2%	0.3%
Title I	708	100.0%	69.1%	65.1%	710	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	394	55.6%	58.9%	50.6%	394	55.5%	58.9%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 708
Grade Span: 07 - 08
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	197	27.8%	27.4%	20.6%	197	27.7%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	32	4.5%	5.4%	8.1%	32	4.5%	5.4%	8.1%
Special Education	60	8.5%	11.4%	10.5%	62	8.7%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	60							
By Type of Primary Disability								
Students with Intellectual Disabilities	36	60.0%	44.3%	42.4%				
Students with Physical Disabilities	5	8.3%	17.5%	21.4%				
Students with Autism	13	21.7%	20.6%	13.8%				
Students with Behavioral Disabilities	6	10.0%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	114	15.4%	16.3%	15.3%				
By Ethnicity:								
African American	23	3.1%						
Hispanic	86	11.7%						
White	3	0.4%						
American Indian	0	0.0%						
Asian	2	0.3%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	46	13.6%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	0.0%	0.6%	0.5%	0.0%	0.5%	0.6%
Grade 8	0.0%	0.3%	0.4%	0.0%	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 708
 Grade Span: 07 - 08
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	17.4	14.9	16.4
Foreign Languages	12.3	19.1	18.7
Mathematics	19.1	16.1	17.8
Science	19.7	16.9	18.8
Social Studies	18.6	15.7	19.3

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 708
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	75.9	100.0%	100.0%	100.0%
Professional Staff:	65.3	86.0%	58.1%	63.7%
Teachers	52.9	69.7%	44.9%	49.4%
Professional Support	9.4	12.4%	9.8%	10.2%
Campus Administration (School Leadership)	3.0	4.0%	2.3%	3.0%
Educational Aides:	10.6	14.0%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,373.0
Part-time	1.0	n/a	9.0	595.0
Counselors				
Full-time	2.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	43.9	57.9%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	11.0	20.9%	9.9%	10.8%
Hispanic	12.0	22.7%	36.6%	28.1%
White	23.9	45.1%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	6.0	11.3%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	18.0	34.0%	24.5%	23.8%
Females	34.9	66.0%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	42.9	81.0%	75.8%	73.4%
Masters	9.0	17.1%	22.4%	24.5%
Doctorate	1.0	1.9%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	3.8%	5.6%	7.4%
1-5 Years Experience	20.0	37.9%	32.5%	27.9%
6-10 Years Experience	13.0	24.6%	22.4%	19.4%
11-20 Years Experience	12.9	24.3%	27.9%	29.4%
Over 20 Years Experience	5.0	9.5%	11.6%	15.9%
Number of Students per Teacher	13.4	n/a	14.1	15.1

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 708
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	7.8	6.2
Average Years Experience of Principals with District	1.0	7.5	5.3
Average Years Experience of Assistant Principals	5.0	6.9	5.3
Average Years Experience of Assistant Principals with District	5.0	6.6	4.7
Average Years Experience of Teachers:	9.0	9.9	11.1
Average Years Experience of Teachers with District:	8.2	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$52,899	\$55,037	\$49,868
1-5 Years Experience	\$56,448	\$57,238	\$52,823
6-10 Years Experience	\$58,871	\$60,106	\$55,756
11-20 Years Experience	\$61,238	\$60,422	\$59,308
Over 20 Years Experience	\$61,866	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,587	\$59,499	\$57,091
Professional Support	\$66,598	\$73,749	\$67,352
Campus Administration (School Leadership)	\$96,214	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 708
 Grade Span: 07 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.9	1.7%	13.2%	6.5%
Career & Technical Education	0.4	0.8%	3.6%	5.0%
Compensatory Education	0.4	0.7%	0.2%	2.8%
Gifted & Talented Education	3.8	7.2%	1.7%	1.9%
Regular Education	36.2	68.4%	64.1%	70.9%
Special Education	11.2	21.2%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SOUTHMORE INT**

Campus Number: **101917047**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 714
Grade Span: 07 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year’s report is not updated.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 714
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 714
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	76%	74%	70%	*	71%	67%	-	-	-	-	26%	60%	73%	56%	70%	66%
	2019	51%	44%	39%	40%	38%	70%	*	-	-	*	8%	*	40%	36%	38%	33%
	2018	52%	47%	44%	*	46%	17%	-	-	-	-	5%	40%	47%	32%	43%	41%
	2019	25%	17%	15%	10%	14%	30%	*	-	-	*	5%	*	15%	13%	15%	13%
At Masters Grade Level	2018	28%	23%	25%	*	25%	17%	-	-	-	-	2%	20%	26%	21%	24%	20%
	Grade 8 Social Studies																
	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%
	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%
	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%
	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%
	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%
	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 714
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 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%
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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 714
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	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	62	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	82	87	89	100	90	63	*	-	-	*	76	*	89	90	89	90
	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 714
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 714
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 714
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	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%
	2018	38%	36%	32%	-	-	-	-	-	34%	-	34%	*	34%	33%
Mathematics	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 721
 Grade Span: 07 - 08
 School Type: Middle

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 714
 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													
2018-19	95.4%	94.4%	93.6%	90.8%	93.8%	91.9%	*	-	-	*	91.6%	93.4%	93.9%
2017-18	95.4%	94.2%	94.3%	91.5%	94.5%	89.8%	-	*	-	*	92.5%	94.4%	95.0%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
2017-18	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 714
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 714
 Grade Span: 07 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 714
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 714
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 714
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 714
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 714
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 714
 Grade Span: 07 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	714	100.0%	52,792	5,479,173	714	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	383	53.6%	7.8%	7.7%	383	53.6%	7.8%	7.7%
Grade 8	331	46.4%	7.3%	7.5%	331	46.4%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	13	1.8%	7.4%	12.6%	13	1.8%	7.4%	12.6%
Hispanic	672	94.1%	83.3%	52.8%	672	94.1%	83.3%	52.8%
White	22	3.1%	5.5%	27.0%	22	3.1%	5.5%	27.0%
American Indian	2	0.3%	0.1%	0.4%	2	0.3%	0.1%	0.4%
Asian	1	0.1%	3.0%	4.6%	1	0.1%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	4	0.6%	0.6%	2.5%	4	0.6%	0.7%	2.5%
Sex:								
Female	354	49.6%	48.4%	48.8%	354	49.6%	48.4%	48.8%
Male	360	50.4%	51.6%	51.2%	360	50.4%	51.6%	51.2%
Economically Disadvantaged	653	91.5%	78.8%	60.3%	653	91.5%	78.7%	60.2%
Non-Educationally Disadvantaged	61	8.5%	21.2%	39.7%	61	8.5%	21.3%	39.8%
Section 504 Students	64	9.0%	5.7%	6.9%	64	9.0%	5.7%	6.9%
English Learners (EL)	215	30.1%	29.0%	20.3%	215	30.1%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	16	2.0%	1.6%	1.5%				
Students w/ Dyslexia	49	6.9%	4.3%	4.1%	49	6.9%	4.3%	4.1%
Foster Care	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Homeless	12	1.7%	1.2%	1.4%	12	1.7%	1.2%	1.4%
Immigrant	21	2.9%	2.8%	2.3%	21	2.9%	2.8%	2.3%
Migrant	6	0.8%	0.2%	0.3%	6	0.8%	0.2%	0.3%
Title I	714	100.0%	69.1%	65.1%	714	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	484	67.8%	58.9%	50.6%	484	67.8%	58.9%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 714
Grade Span: 07 - 08
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	207	29.0%	27.4%	20.6%	207	29.0%	27.3%	20.6%
Career & Technical Education	44	6.2%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	35	4.9%	5.4%	8.1%	35	4.9%	5.4%	8.1%
Special Education	57	8.0%	11.4%	10.5%	57	8.0%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	57							
By Type of Primary Disability								
Students with Intellectual Disabilities	21	36.8%	44.3%	42.4%				
Students with Physical Disabilities	*	*	17.5%	21.4%				
Students with Autism	18	31.6%	20.6%	13.8%				
Students with Behavioral Disabilities	**	**	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	112	14.2%	16.3%	15.3%				
By Ethnicity:								
African American	6	0.8%						
Hispanic	95	12.1%						
White	10	1.3%						
American Indian	1	0.1%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	48	14.2%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	0.0%	0.6%	0.5%	0.0%	0.5%	0.6%
Grade 8	0.0%	0.3%	0.4%	0.0%	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 714
 Grade Span: 07 - 08
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	16.2	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	16.2	16.1	17.8
Science	18.2	16.9	18.8
Social Studies	18.0	15.7	19.3

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 714
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	77.6	100.0%	100.0%	100.0%
Professional Staff:	67.8	87.4%	58.1%	63.7%
Teachers	57.1	73.5%	44.9%	49.4%
Professional Support	7.7	9.9%	9.8%	10.2%
Campus Administration (School Leadership)	3.0	3.9%	2.3%	3.0%
Educational Aides:	9.8	12.6%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,373.0
Part-time	1.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	1.0	n/a	13.0	1,103.0
Total Minority Staff:	31.5	40.6%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	7.1	12.5%	9.9%	10.8%
Hispanic	10.0	17.5%	36.6%	28.1%
White	34.0	59.5%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	4.0	7.0%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	2.0	3.5%	1.0%	1.1%
Males	25.0	43.8%	24.5%	23.8%
Females	32.1	56.2%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	38.1	66.8%	75.8%	73.4%
Masters	18.9	33.2%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	3.5%	5.6%	7.4%
1-5 Years Experience	15.0	26.3%	32.5%	27.9%
6-10 Years Experience	13.1	23.0%	22.4%	19.4%
11-20 Years Experience	25.9	45.4%	27.9%	29.4%
Over 20 Years Experience	1.0	1.8%	11.6%	15.9%
Number of Students per Teacher	12.5	n/a	14.1	15.1

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 714
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.8	6.2
Average Years Experience of Principals with District	4.0	7.5	5.3
Average Years Experience of Assistant Principals	6.0	6.9	5.3
Average Years Experience of Assistant Principals with District	6.0	6.6	4.7
Average Years Experience of Teachers:	10.3	9.9	11.1
Average Years Experience of Teachers with District:	8.5	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,739	\$55,037	\$49,868
1-5 Years Experience	\$57,219	\$57,238	\$52,823
6-10 Years Experience	\$60,282	\$60,106	\$55,756
11-20 Years Experience	\$60,829	\$60,422	\$59,308
Over 20 Years Experience	\$71,278	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,759	\$59,499	\$57,091
Professional Support	\$68,634	\$73,749	\$67,352
Campus Administration (School Leadership)	\$97,013	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 714
Grade Span: 07 - 08
School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	3.5%	13.2%	6.5%
Career & Technical Education	0.1	0.3%	3.6%	5.0%
Compensatory Education	0.4	0.7%	0.2%	2.8%
Gifted & Talented Education	2.6	4.5%	1.7%	1.9%
Regular Education	42.7	74.8%	64.1%	70.9%
Special Education	9.3	16.3%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MILLER INT**

Campus Number: **101917048**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 883
Grade Span: 07 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 883
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 883
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	76%	74%	79%	50%	80%	77%	-	*	-	*	40%	*	80%	68%	78%	79%
	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%
	2019	25%	17%	28%	19%	28%	64%	*	-	-	*	5%	14%	32%	11%	27%	26%
At Masters Grade Level	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%

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 883
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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)
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%
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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 883
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	62	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	82	87	93	86	93	89	*	-	-	*	88	100	92	95	93	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
 Campus Name: MILLER INT
 Campus Number: 101917048

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 883
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 883
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 883
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		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	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%
	2018	38%	36%	36%	*	-	-	*	-	35%	-	35%	*	36%	34%
Mathematics	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 858
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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
 Campus Name: MILLER INT
 Campus Number: 101917048

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 883
 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													
2018-19	95.4%	94.4%	95.6%	92.6%	95.8%	94.6%	*	*	-	*	94.5%	95.7%	95.7%
2017-18	95.4%	94.2%	95.6%	94.5%	95.6%	96.1%	*	*	-	97.3%	94.4%	95.6%	95.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	0.3%	0.0%	0.2%	3.2%	*	*	-	*	0.0%	0.4%	0.4%
2017-18	0.4%	0.2%	0.2%	0.0%	0.1%	3.2%	*	*	-	0.0%	1.0%	0.3%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 883
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 883
 Grade Span: 07 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 883
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 883
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 883
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 883
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 883
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 883
 Grade Span: 07 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	883	100.0%	52,792	5,479,173	883	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	475	53.8%	7.8%	7.7%	475	53.8%	7.8%	7.7%
Grade 8	408	46.2%	7.3%	7.5%	408	46.2%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	60	6.8%	7.4%	12.6%	60	6.8%	7.4%	12.6%
Hispanic	787	89.1%	83.3%	52.8%	787	89.1%	83.3%	52.8%
White	29	3.3%	5.5%	27.0%	29	3.3%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	3	0.3%	3.0%	4.6%	3	0.3%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	4	0.5%	0.6%	2.5%	4	0.5%	0.7%	2.5%
Sex:								
Female	407	46.1%	48.4%	48.8%	407	46.1%	48.4%	48.8%
Male	476	53.9%	51.6%	51.2%	476	53.9%	51.6%	51.2%
Economically Disadvantaged	735	83.2%	78.8%	60.3%	735	83.2%	78.7%	60.2%
Non-Educationally Disadvantaged	148	16.8%	21.2%	39.7%	148	16.8%	21.3%	39.8%
Section 504 Students	41	4.6%	5.7%	6.9%	41	4.6%	5.7%	6.9%
English Learners (EL)	234	26.5%	29.0%	20.3%	234	26.5%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	28	3.0%	1.6%	1.5%				
Students w/ Dyslexia	37	4.2%	4.3%	4.1%	37	4.2%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	9	1.0%	1.2%	1.4%	9	1.0%	1.2%	1.4%
Immigrant	28	3.2%	2.8%	2.3%	28	3.2%	2.8%	2.3%
Migrant	3	0.3%	0.2%	0.3%	3	0.3%	0.2%	0.3%
Title I	883	100.0%	69.1%	65.1%	883	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	487	55.2%	58.9%	50.6%	487	55.2%	58.9%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 883
Grade Span: 07 - 08
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	267	30.2%	27.4%	20.6%	267	30.2%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	57	6.5%	5.4%	8.1%	57	6.5%	5.4%	8.1%
Special Education	93	10.5%	11.4%	10.5%	93	10.5%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	93							
By Type of Primary Disability								
Students with Intellectual Disabilities	49	52.7%	44.3%	42.4%				
Students with Physical Disabilities	*	*	17.5%	21.4%				
Students with Autism	29	31.2%	20.6%	13.8%				
Students with Behavioral Disabilities	**	**	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	139	14.9%	16.3%	15.3%				
By Ethnicity:								
African American	18	1.9%						
Hispanic	108	11.6%						
White	11	1.2%						
American Indian	0	0.0%						
Asian	2	0.2%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	55	13.2%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	0.0%	0.6%	0.5%	0.0%	0.5%	0.6%
Grade 8	0.5%	0.3%	0.4%	0.0%	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 883
Grade Span: 07 - 08
School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	19.0	14.9	16.4
Foreign Languages	20.9	19.1	18.7
Mathematics	20.1	16.1	17.8
Science	23.2	16.9	18.8
Social Studies	22.0	15.7	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 883
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	88.5	100.0%	100.0%	100.0%
Professional Staff:	73.0	82.5%	58.1%	63.7%
Teachers	61.9	70.0%	44.9%	49.4%
Professional Support	8.0	9.0%	9.8%	10.2%
Campus Administration (School Leadership)	3.1	3.5%	2.3%	3.0%
Educational Aides:	15.4	17.5%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,373.0
Part-time	1.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	1.0	n/a	13.0	1,103.0
Total Minority Staff:	57.3	64.7%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	7.2	11.5%	9.9%	10.8%
Hispanic	27.0	43.5%	36.6%	28.1%
White	26.8	43.3%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.6%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	16.0	25.8%	24.5%	23.8%
Females	46.0	74.2%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	52.1	84.1%	75.8%	73.4%
Masters	7.9	12.7%	22.4%	24.5%
Doctorate	2.0	3.2%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.1	9.9%	5.6%	7.4%
1-5 Years Experience	24.0	38.7%	32.5%	27.9%
6-10 Years Experience	18.7	30.2%	22.4%	19.4%
11-20 Years Experience	9.4	15.2%	27.9%	29.4%
Over 20 Years Experience	3.7	5.9%	11.6%	15.9%
Number of Students per Teacher	14.3	n/a	14.1	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 883
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.8	6.2
Average Years Experience of Principals with District	2.0	7.5	5.3
Average Years Experience of Assistant Principals	6.7	6.9	5.3
Average Years Experience of Assistant Principals with District	6.7	6.6	4.7
Average Years Experience of Teachers:	6.8	9.9	11.1
Average Years Experience of Teachers with District:	5.8	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,849	\$55,037	\$49,868
1-5 Years Experience	\$57,027	\$57,238	\$52,823
6-10 Years Experience	\$60,108	\$60,106	\$55,756
11-20 Years Experience	\$60,568	\$60,422	\$59,308
Over 20 Years Experience	\$61,696	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,755	\$59,499	\$57,091
Professional Support	\$65,664	\$73,749	\$67,352
Campus Administration (School Leadership)	\$93,653	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 883
 Grade Span: 07 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	1.6%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.3	0.6%	0.2%	2.8%
Gifted & Talented Education	7.1	11.5%	1.7%	1.9%
Regular Education	41.8	67.5%	64.1%	70.9%
Special Education	11.6	18.8%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **THOMPSON INT**

Campus Number: **101917049**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 990
Grade Span: 07 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year’s report is not updated.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 990
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 990
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	76%	74%	76%	74%	73%	89%	*	84%	-	89%	26%	*	77%	68%	72%	78%
	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%
	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%
	2019	37%	34%	39%	37%	33%	59%	-	61%	*	60%	8%	*	39%	37%	37%	37%
At Meets Grade Level or Above	2018	36%	34%	28%	18%	26%	47%	*	39%	-	67%	13%	*	31%	16%	27%	26%
	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%
	2019	61%	73%	99%	100%	99%	100%	-	100%	-	*	-	*	99%	100%	99%	100%
At Meets Grade Level or Above	2018	55%	49%	95%	91%	93%	100%	-	100%	-	100%	*	*	96%	83%	96%	92%
	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%
At Masters Grade Level																	
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%
	2019	50%	45%	49%	41%	44%	63%	-	79%	14%	59%	16%	37%	52%	39%	45%	44%
At Meets Grade Level or Above	2018	48%	42%	43%	31%	41%	57%	*	61%	-	78%	12%	26%	47%	31%	40%	40%
	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%
At Masters Grade Level																	
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%
	2019	48%	42%	52%	45%	49%	61%	-	77%	*	67%	14%	42%	55%	42%	49%	47%
At Meets Grade Level or Above	2018	46%	39%	49%	38%	48%	61%	*	53%	-	86%	13%	31%	53%	34%	46%	45%
	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%
At Masters Grade Level																	
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%
	2019	52%	47%	52%	45%	47%	65%	-	88%	*	50%	22%	47%	56%	39%	48%	48%
At Meets Grade Level or Above	2018	50%	43%	48%	34%	44%	61%	*	82%	-	79%	12%	23%	51%	38%	44%	47%
	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%
At Masters Grade Level																	

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 990
 Grade Span: 07 - 08
 School Type: Middle

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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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)
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%
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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 990
 Grade Span: 07 - 08
 School Type: Middle

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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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	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	62	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	82	87	87	91	85	91	-	90	*	*	81	83	87	86	86	89
	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 990
 Grade Span: 07 - 08
 School Type: Middle

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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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%	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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 990
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

			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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 990
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		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	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%
	2018	38%	36%	43%	-	-	-	-	-	26%	-	26%	*	26%	29%
Mathematics	2019	45%	48%	50%	-	-	-	-	-	32%	-	32%	*	32%	31%
	2018	47%	48%	45%	-	-	-	-	-	*	-	*	*	*	25%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 912
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 990
 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													
2018-19	95.4%	94.4%	95.8%	95.5%	95.8%	94.4%	-	97.9%	*	95.8%	95.6%	95.5%	95.9%
2017-18	95.4%	94.2%	95.1%	94.3%	95.3%	92.9%	*	98.1%	*	91.1%	91.8%	94.5%	95.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	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)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 990
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 990
 Grade Span: 07 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 990
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 990
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 990
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 990
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 990
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 990
Grade Span: 07 - 08
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	990	100.0%	52,792	5,479,173	990	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	499	50.4%	7.8%	7.7%	499	50.4%	7.8%	7.7%
Grade 8	491	49.6%	7.3%	7.5%	491	49.6%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	153	15.5%	7.4%	12.6%	153	15.5%	7.4%	12.6%
Hispanic	642	64.8%	83.3%	52.8%	642	64.8%	83.3%	52.8%
White	74	7.5%	5.5%	27.0%	74	7.5%	5.5%	27.0%
American Indian	1	0.1%	0.1%	0.4%	1	0.1%	0.1%	0.4%
Asian	95	9.6%	3.0%	4.6%	95	9.6%	3.0%	4.6%
Pacific Islander	2	0.2%	0.1%	0.2%	2	0.2%	0.1%	0.2%
Two or More Races	23	2.3%	0.6%	2.5%	23	2.3%	0.7%	2.5%
Sex:								
Female	486	49.1%	48.4%	48.8%	486	49.1%	48.4%	48.8%
Male	504	50.9%	51.6%	51.2%	504	50.9%	51.6%	51.2%
Economically Disadvantaged	661	66.8%	78.8%	60.3%	661	66.8%	78.7%	60.2%
Non-Educationally Disadvantaged	329	33.2%	21.2%	39.7%	329	33.2%	21.3%	39.8%
Section 504 Students	87	8.8%	5.7%	6.9%	87	8.8%	5.7%	6.9%
English Learners (EL)	96	9.7%	29.0%	20.3%	96	9.7%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	24	2.5%	1.6%	1.5%				
Students w/ Dyslexia	60	6.1%	4.3%	4.1%	60	6.1%	4.3%	4.1%
Foster Care	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Homeless	15	1.5%	1.2%	1.4%	15	1.5%	1.2%	1.4%
Immigrant	18	1.8%	2.8%	2.3%	18	1.8%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	990	100.0%	69.1%	65.1%	990	100.0%	69.1%	65.1%
Military Connected	1	0.1%	0.1%	1.9%	1	0.1%	0.1%	1.9%
At-Risk	466	47.1%	58.9%	50.6%	466	47.1%	58.9%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 990
Grade Span: 07 - 08
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	78	7.9%	27.4%	20.6%	78	7.9%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	87	8.8%	5.4%	8.1%	87	8.8%	5.4%	8.1%
Special Education	88	8.9%	11.4%	10.5%	88	8.9%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	88							
By Type of Primary Disability								
Students with Intellectual Disabilities	39	44.3%	44.3%	42.4%				
Students with Physical Disabilities	8	9.1%	17.5%	21.4%				
Students with Autism	17	19.3%	20.6%	13.8%				
Students with Behavioral Disabilities	24	27.3%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	101	10.5%	16.3%	15.3%				
By Ethnicity:								
African American	26	2.7%						
Hispanic	47	4.9%						
White	19	2.0%						
American Indian	0	0.0%						
Asian	7	0.7%						
Pacific Islander	1	0.1%						
Two or More Races	1	0.1%						
Student Attrition (2018-19):								
Total Student Attrition	41	8.6%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	0.7%	0.6%	0.5%	0.0%	0.5%	0.6%
Grade 8	0.3%	0.3%	0.4%	0.0%	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 990
 Grade Span: 07 - 08
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	20.0	14.9	16.4
Foreign Languages	18.4	19.1	18.7
Mathematics	21.3	16.1	17.8
Science	21.3	16.9	18.8
Social Studies	24.1	15.7	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 990
Grade Span: 07 - 08
School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	81.5	100.0%	100.0%	100.0%
Professional Staff:	73.6	90.3%	58.1%	63.7%
Teachers	67.0	82.2%	44.9%	49.4%
Professional Support	3.4	4.2%	9.8%	10.2%
Campus Administration (School Leadership)	3.1	3.8%	2.3%	3.0%
Educational Aides:	7.9	9.7%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,373.0
Part-time	1.0	n/a	9.0	595.0
Counselors				
Full-time	0.0	n/a	116.0	12,901.0
Part-time	2.0	n/a	13.0	1,103.0
Total Minority Staff:	32.1	39.4%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	9.0	13.4%	9.9%	10.8%
Hispanic	13.5	20.1%	36.6%	28.1%
White	39.5	59.0%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	3.0	4.5%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	2.0	3.0%	1.0%	1.1%
Males	20.7	30.9%	24.5%	23.8%
Females	46.3	69.1%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	44.2	66.0%	75.8%	73.4%
Masters	21.8	32.5%	22.4%	24.5%
Doctorate	1.0	1.5%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	4.5%	5.6%	7.4%
1-5 Years Experience	25.2	37.5%	32.5%	27.9%
6-10 Years Experience	16.0	23.9%	22.4%	19.4%
11-20 Years Experience	14.4	21.5%	27.9%	29.4%
Over 20 Years Experience	8.4	12.5%	11.6%	15.9%
Number of Students per Teacher	14.8	n/a	14.1	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 990
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.8	6.2
Average Years Experience of Principals with District	2.0	7.5	5.3
Average Years Experience of Assistant Principals	7.3	6.9	5.3
Average Years Experience of Assistant Principals with District	5.7	6.6	4.7
Average Years Experience of Teachers:	10.3	9.9	11.1
Average Years Experience of Teachers with District:	7.9	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$58,081	\$55,037	\$49,868
1-5 Years Experience	\$57,179	\$57,238	\$52,823
6-10 Years Experience	\$59,796	\$60,106	\$55,756
11-20 Years Experience	\$61,312	\$60,422	\$59,308
Over 20 Years Experience	\$69,809	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$60,317	\$59,499	\$57,091
Professional Support	\$66,130	\$73,749	\$67,352
Campus Administration (School Leadership)	\$94,455	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 990
 Grade Span: 07 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.9	1.3%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	5.4	8.0%	1.7%	1.9%
Regular Education	49.3	73.6%	64.1%	70.9%
Special Education	11.4	17.0%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **BONDY INT**

Campus Number: **101917051**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 964
Grade Span: 07 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 964
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 964
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	76%	74%	79%	59%	78%	85%	-	87%	*	*	52%	67%	79%	75%	75%	73%
	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%
	2019	25%	17%	16%	6%	14%	25%	-	43%	*	*	10%	0%	19%	6%	13%	10%
At Masters Grade Level	2018	28%	23%	25%	18%	21%	34%	-	52%	*	*	6%	17%	25%	25%	22%	15%
	Grade 8 Social Studies																
	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%
	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%	*	-	*	-	-	-	-	-	-	-	*	-	-	-
	2019	50%	42%	*	-	*	-	-	-	-	-	-	-	*	-	-	-
	2019	11%	6%	*	-	*	-	-	-	-	-	-	-	*	-	-	-
	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%
	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%
	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%
	2019	48%	42%	57%	48%	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 964
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	81%	80%	90%	81%	89%	95%	-	88%	*	*	66%	75%	90%	88%	87%	84%
	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%
	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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Progress**

Total Students: 964
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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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	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	62	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	82	87	84	91	84	84	-	86	*	*	90	92	84	86	85	87
	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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 964
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 964
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 964
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	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%
	2018	38%	36%	58%	-	-	-	-	-	58%	-	58%	50%	58%	56%
Mathematics	2019	45%	48%	63%	-	-	-	-	-	58%	-	58%	73%	58%	61%
	2018	47%	48%	61%	-	-	-	-	-	53%	-	53%	*	53%	47%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 942
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 964
 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													
2018-19	95.4%	94.4%	95.8%	95.6%	95.7%	95.1%	*	98.4%	*	*	94.7%	95.4%	96.0%
2017-18	95.4%	94.2%	95.5%	94.1%	95.6%	94.4%	-	98.1%	-	*	93.5%	95.3%	95.4%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
2017-18	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 964
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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 964
 Grade Span: 07 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 964
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 964
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 964
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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 964
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 964
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 964
 Grade Span: 07 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	964	100.0%	52,792	5,479,173	964	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	511	53.0%	7.8%	7.7%	511	53.0%	7.8%	7.7%
Grade 8	453	47.0%	7.3%	7.5%	453	47.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	39	4.0%	7.4%	12.6%	39	4.0%	7.4%	12.6%
Hispanic	764	79.3%	83.3%	52.8%	764	79.3%	83.3%	52.8%
White	96	10.0%	5.5%	27.0%	96	10.0%	5.5%	27.0%
American Indian	1	0.1%	0.1%	0.4%	1	0.1%	0.1%	0.4%
Asian	57	5.9%	3.0%	4.6%	57	5.9%	3.0%	4.6%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	6	0.6%	0.6%	2.5%	6	0.6%	0.7%	2.5%
Sex:								
Female	459	47.6%	48.4%	48.8%	459	47.6%	48.4%	48.8%
Male	505	52.4%	51.6%	51.2%	505	52.4%	51.6%	51.2%
Economically Disadvantaged	606	62.9%	78.8%	60.3%	606	62.9%	78.7%	60.2%
Non-Educationally Disadvantaged	358	37.1%	21.2%	39.7%	358	37.1%	21.3%	39.8%
Section 504 Students	88	9.1%	5.7%	6.9%	88	9.1%	5.7%	6.9%
English Learners (EL)	149	15.5%	29.0%	20.3%	149	15.5%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	23	2.3%	1.6%	1.5%				
Students w/ Dyslexia	47	4.9%	4.3%	4.1%	47	4.9%	4.3%	4.1%
Foster Care	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Homeless	10	1.0%	1.2%	1.4%	10	1.0%	1.2%	1.4%
Immigrant	14	1.5%	2.8%	2.3%	14	1.5%	2.8%	2.3%
Migrant	1	0.1%	0.2%	0.3%	1	0.1%	0.2%	0.3%
Title I	964	100.0%	69.1%	65.1%	964	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	437	45.3%	58.9%	50.6%	437	45.3%	58.9%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 964
Grade Span: 07 - 08
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	118	12.2%	27.4%	20.6%	118	12.2%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	81	8.4%	5.4%	8.1%	81	8.4%	5.4%	8.1%
Special Education	71	7.4%	11.4%	10.5%	71	7.4%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	71							
By Type of Primary Disability								
Students with Intellectual Disabilities	33	46.5%	44.3%	42.4%				
Students with Physical Disabilities	*	*	17.5%	21.4%				
Students with Autism	**	**	20.6%	13.8%				
Students with Behavioral Disabilities	24	33.8%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	108	10.7%	16.3%	15.3%				
By Ethnicity:								
African American	15	1.5%						
Hispanic	70	7.0%						
White	14	1.4%						
American Indian	0	0.0%						
Asian	8	0.8%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.1%						
Student Attrition (2018-19):								
Total Student Attrition	44	9.5%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	0.7%	0.6%	0.5%	2.9%	0.5%	0.6%
Grade 8	0.5%	0.3%	0.4%	0.0%	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 964
 Grade Span: 07 - 08
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	16.9	14.9	16.4
Foreign Languages	17.2	19.1	18.7
Mathematics	20.3	16.1	17.8
Science	22.8	16.9	18.8
Social Studies	22.3	15.7	19.3

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 964
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	85.3	100.0%	100.0%	100.0%
Professional Staff:	73.5	86.2%	58.1%	63.7%
Teachers	64.8	76.0%	44.9%	49.4%
Professional Support	5.8	6.8%	9.8%	10.2%
Campus Administration (School Leadership)	2.9	3.4%	2.3%	3.0%
Educational Aides:	11.7	13.8%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,373.0
Part-time	1.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	1.0	n/a	13.0	1,103.0
Total Minority Staff:	30.1	35.3%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	4.3	6.6%	9.9%	10.8%
Hispanic	10.1	15.7%	36.6%	28.1%
White	46.4	71.6%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	3.0	4.6%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	1.5%	1.0%	1.1%
Males	18.6	28.7%	24.5%	23.8%
Females	46.2	71.3%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.5	0.7%	0.8%	1.3%
Bachelors	47.4	73.2%	75.8%	73.4%
Masters	15.9	24.6%	22.4%	24.5%
Doctorate	1.0	1.5%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.3	1.9%	5.6%	7.4%
1-5 Years Experience	23.0	35.5%	32.5%	27.9%
6-10 Years Experience	15.6	24.1%	22.4%	19.4%
11-20 Years Experience	14.3	22.1%	27.9%	29.4%
Over 20 Years Experience	10.6	16.3%	11.6%	15.9%
Number of Students per Teacher	14.9	n/a	14.1	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 964
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.8	6.2
Average Years Experience of Principals with District	4.0	7.5	5.3
Average Years Experience of Assistant Principals	7.7	6.9	5.3
Average Years Experience of Assistant Principals with District	7.7	6.6	4.7
Average Years Experience of Teachers:	10.5	9.9	11.1
Average Years Experience of Teachers with District:	8.3	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,217	\$55,037	\$49,868
1-5 Years Experience	\$57,462	\$57,238	\$52,823
6-10 Years Experience	\$59,212	\$60,106	\$55,756
11-20 Years Experience	\$61,938	\$60,422	\$59,308
Over 20 Years Experience	\$63,789	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,884	\$59,499	\$57,091
Professional Support	\$69,712	\$73,749	\$67,352
Campus Administration (School Leadership)	\$97,044	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 964
 Grade Span: 07 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.6	0.9%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	1.6	2.5%	1.7%	1.9%
Regular Education	60.8	93.8%	64.1%	70.9%
Special Education	1.8	2.8%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

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

Campus Number: **101917055**

2020 Accountability Rating: **Not Rated**

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 42
Grade Span: 06 - 08
School Type: Middle

There is no data for this campus.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 42
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

There is no data for this campus.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 42
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

There is no data for this campus.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language
Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

Total Students: 42
Grade Span: 06 - 08
(Current EL Students)

There is no data for this campus.

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 39
 Grade Span: 05 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 42
 Grade Span: 06 - 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													
2018-19	95.4%	94.4%	79.3%	74.3%	79.2%	*	*	*	-	*	79.4%	79.1%	79.4%
2017-18	95.4%	94.2%	76.2%	74.0%	76.6%	*	*	*	-	*	64.0%	75.1%	75.2%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2017-18	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 42
 Grade Span: 06 - 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 42
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 42
 Grade Span: 06 - 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 42
 Grade Span: 06 - 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 42
 Grade Span: 06 - 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 42
 Grade Span: 06 - 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 42
 Grade Span: 06 - 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 42
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	42	100.0%	52,792	5,479,173	42	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	6	14.3%	7.6%	7.7%	6	14.3%	7.6%	7.7%
Grade 7	9	21.4%	7.8%	7.7%	9	21.4%	7.8%	7.7%
Grade 8	27	64.3%	7.3%	7.5%	27	64.3%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	5	11.9%	7.4%	12.6%	5	11.9%	7.4%	12.6%
Hispanic	33	78.6%	83.3%	52.8%	33	78.6%	83.3%	52.8%
White	3	7.1%	5.5%	27.0%	3	7.1%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	1	2.4%	3.0%	4.6%	1	2.4%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	0.6%	2.5%	0	0.0%	0.7%	2.5%
Sex:								
Female	16	38.1%	48.4%	48.8%	16	38.1%	48.4%	48.8%
Male	26	61.9%	51.6%	51.2%	26	61.9%	51.6%	51.2%
Economically Disadvantaged	32	76.2%	78.8%	60.3%	32	76.2%	78.7%	60.2%
Non-Educationally Disadvantaged	10	23.8%	21.2%	39.7%	10	23.8%	21.3%	39.8%
Section 504 Students	4	9.5%	5.7%	6.9%	4	9.5%	5.7%	6.9%
English Learners (EL)	6	14.3%	29.0%	20.3%	6	14.3%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	47	17.1%	1.6%	1.5%				
Students w/ Dyslexia	3	7.1%	4.3%	4.1%	3	7.1%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	0	0.0%	1.2%	1.4%	0	0.0%	1.2%	1.4%
Immigrant	1	2.4%	2.8%	2.3%	1	2.4%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	0	0.0%	69.1%	65.1%	0	0.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	41	97.6%	58.9%	50.6%	41	97.6%	58.9%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 42
Grade Span: 06 - 08
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	5	11.9%	27.4%	20.6%	5	11.9%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	0	0.0%	5.4%	8.1%	0	0.0%	5.4%	8.1%
Special Education	11	26.2%	11.4%	10.5%	11	26.2%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	11							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	44.3%	42.4%				
Students with Physical Disabilities	0	0.0%	17.5%	21.4%				
Students with Autism	0	0.0%	20.6%	13.8%				
Students with Behavioral Disabilities	*	*	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	275	100.0%	16.3%	15.3%				
By Ethnicity:								
African American	30	10.9%						
Hispanic	223	81.1%						
White	16	5.8%						
American Indian	2	0.7%						
Asian	2	0.7%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.7%						
Student Attrition (2018-19):								
Total Student Attrition	-	-						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	0.0%	0.6%	0.5%	0.0%	0.5%	0.6%
Grade 8	1.3%	0.3%	0.4%	0.0%	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 42
 Grade Span: 06 - 08
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	6.0	19.3	20.4
Secondary:			
English/Language Arts	4.1	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	3.6	16.1	17.8
Science	3.7	16.9	18.8
Social Studies	3.8	15.7	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 42
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	11.8	100.0%	100.0%	100.0%
Professional Staff:	11.8	100.0%	58.1%	63.7%
Teachers	11.8	100.0%	44.9%	49.4%
Professional Support	0.0	0.0%	9.8%	10.2%
Campus Administration (School Leadership)	0.0	0.0%	2.3%	3.0%
Educational Aides:	0.0	0.0%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	0.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	6.3	53.4%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.3	27.9%	9.9%	10.8%
Hispanic	3.0	25.5%	36.6%	28.1%
White	5.5	46.6%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	6.0	51.0%	24.5%	23.8%
Females	5.8	49.0%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	9.5	80.6%	75.8%	73.4%
Masters	2.3	19.4%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	5.6%	7.4%
1-5 Years Experience	5.0	42.5%	32.5%	27.9%
6-10 Years Experience	6.3	53.4%	22.4%	19.4%
11-20 Years Experience	0.5	4.1%	27.9%	29.4%
Over 20 Years Experience	0.0	0.0%	11.6%	15.9%
Number of Students per Teacher	3.6	n/a	14.1	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 42
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	7.8	6.2
Average Years Experience of Principals with District	0.0	7.5	5.3
Average Years Experience of Assistant Principals	0.0	6.9	5.3
Average Years Experience of Assistant Principals with District	0.0	6.6	4.7
Average Years Experience of Teachers:	6.8	9.9	11.1
Average Years Experience of Teachers with District:	5.2	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,037	\$49,868
1-5 Years Experience	\$56,839	\$57,238	\$52,823
6-10 Years Experience	\$61,026	\$60,106	\$55,756
11-20 Years Experience	\$63,332	\$60,422	\$59,308
Over 20 Years Experience	-	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,340	\$59,499	\$57,091
Professional Support	-	\$73,749	\$67,352
Campus Administration (School Leadership)	-	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 42
 Grade Span: 06 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	8.6	72.9%	64.1%	70.9%
Special Education	3.2	27.1%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **BAILEY EL**

Campus Number: **101917101**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 632
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

				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)
State	District	Campus														
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																
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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 632
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 632
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 632
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 632
 Grade Span: PK - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 649
 Grade Span: PK - 04
 School Type: Elementary

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 632
 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													
2018-19	95.4%	94.4%	95.7%	96.3%	95.7%	95.0%	-	*	-	*	94.4%	95.6%	96.7%
2017-18	95.4%	94.2%	95.8%	95.5%	95.9%	94.3%	-	*	-	*	94.6%	95.8%	96.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 632
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 632
 Grade Span: PK - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 632
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 632
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 632
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 632
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 632
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 632
Grade Span: PK - 04
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	632	100.0%	52,792	5,479,173	632	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	64	10.1%	4.6%	4.5%	64	10.1%	4.6%	4.5%
Kindergarten	107	16.9%	6.2%	7.0%	107	16.9%	6.2%	7.0%
Grade 1	113	17.9%	7.0%	7.1%	113	17.9%	7.0%	7.1%
Grade 2	113	17.9%	6.8%	7.1%	113	17.9%	6.8%	7.1%
Grade 3	119	18.8%	7.0%	7.1%	119	18.8%	7.0%	7.1%
Grade 4	116	18.4%	7.1%	7.3%	116	18.4%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	14	2.2%	7.4%	12.6%	14	2.2%	7.4%	12.6%
Hispanic	581	91.9%	83.3%	52.8%	581	91.9%	83.3%	52.8%
White	35	5.5%	5.5%	27.0%	35	5.5%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	1	0.2%	3.0%	4.6%	1	0.2%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	1	0.2%	0.6%	2.5%	1	0.2%	0.7%	2.5%
Sex:								
Female	304	48.1%	48.4%	48.8%	304	48.1%	48.4%	48.8%
Male	328	51.9%	51.6%	51.2%	328	51.9%	51.6%	51.2%
Economically Disadvantaged	537	85.0%	78.8%	60.3%	537	85.0%	78.7%	60.2%
Non-Educationally Disadvantaged	95	15.0%	21.2%	39.7%	95	15.0%	21.3%	39.8%
Section 504 Students	25	4.0%	5.7%	6.9%	25	4.0%	5.7%	6.9%
English Learners (EL)	252	39.9%	29.0%	20.3%	252	39.9%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	13	2.1%	4.3%	4.1%	13	2.1%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	4	0.6%	1.2%	1.4%	4	0.6%	1.2%	1.4%
Immigrant	11	1.7%	2.8%	2.3%	11	1.7%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	632	100.0%	69.1%	65.1%	632	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	365	57.8%	58.9%	50.6%	365	57.8%	58.9%	50.5%

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 632
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	299	47.3%	27.4%	20.6%	299	47.3%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	14	2.2%	5.4%	8.1%	14	2.2%	5.4%	8.1%
Special Education	72	11.4%	11.4%	10.5%	72	11.4%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	72							
By Type of Primary Disability								
Students with Intellectual Disabilities	17	23.6%	44.3%	42.4%				
Students with Physical Disabilities	26	36.1%	17.5%	21.4%				
Students with Autism	17	23.6%	20.6%	13.8%				
Students with Behavioral Disabilities	12	16.7%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	100	18.0%	16.3%	15.3%				
By Ethnicity:								
African American	12	2.2%						
Hispanic	70	12.6%						
White	17	3.1%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	124	23.8%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	5.1%	8.7%	2.9%	5.3%	7.5%	4.9%
Grade 2	7.0%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	1.9%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	1.7%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: BAILEY EL
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 632
 Grade Span: PK - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.7	17.5	19.0
Grade 1	16.8	18.4	18.9
Grade 2	16.8	17.9	18.8
Grade 3	17.4	16.8	19.0
Grade 4	13.5	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 632
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	73.7	100.0%	100.0%	100.0%
Professional Staff:	56.6	76.7%	58.1%	63.7%
Teachers	49.2	66.7%	44.9%	49.4%
Professional Support	5.4	7.3%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	2.7%	2.3%	3.0%
Educational Aides:	17.2	23.3%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	48.5	65.7%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.0	6.1%	9.9%	10.8%
Hispanic	24.0	48.8%	36.6%	28.1%
White	21.2	43.0%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.0%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	3.0	6.1%	24.5%	23.8%
Females	46.2	93.9%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	43.2	87.8%	75.8%	73.4%
Masters	5.0	10.2%	22.4%	24.5%
Doctorate	1.0	2.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.0%	5.6%	7.4%
1-5 Years Experience	15.2	30.8%	32.5%	27.9%
6-10 Years Experience	7.0	14.2%	22.4%	19.4%
11-20 Years Experience	23.0	46.8%	27.9%	29.4%
Over 20 Years Experience	3.0	6.1%	11.6%	15.9%
Number of Students per Teacher	12.9	n/a	14.1	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 632
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	25.0	7.8	6.2
Average Years Experience of Principals with District	25.0	7.5	5.3
Average Years Experience of Assistant Principals	16.0	6.9	5.3
Average Years Experience of Assistant Principals with District	14.0	6.6	4.7
Average Years Experience of Teachers:	10.4	9.9	11.1
Average Years Experience of Teachers with District:	9.9	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,739	\$55,037	\$49,868
1-5 Years Experience	\$56,574	\$57,238	\$52,823
6-10 Years Experience	\$58,984	\$60,106	\$55,756
11-20 Years Experience	\$60,021	\$60,422	\$59,308
Over 20 Years Experience	\$52,532	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,266	\$59,499	\$57,091
Professional Support	\$64,975	\$73,749	\$67,352
Campus Administration (School Leadership)	\$108,477	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 632
 Grade Span: PK - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	12.1	24.7%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	34.1	69.3%	64.1%	70.9%
Special Education	3.0	6.0%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **FISHER ELEMENTARY**

Campus Number: **101917102**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 667
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 667
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 667
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 667
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	*	*	-	-	-	-	-	*	*	*

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 667
 Grade Span: EE - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 688
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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
 Campus Name: FISHER ELEMENTARY
 Campus Number: 101917102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

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													
2018-19	95.4%	94.4%	95.0%	95.1%	94.9%	95.9%	-	*	*	*	93.3%	94.9%	96.3%
2017-18	95.4%	94.2%	95.2%	94.8%	95.2%	94.6%	*	*	*	*	93.0%	95.2%	96.3%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

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)
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 667
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

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)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 667
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	667	100.0%	52,792	5,479,173	667	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	12	1.8%	0.5%	0.3%	12	1.8%	0.5%	0.5%
Pre-Kindergarten	84	12.6%	4.6%	4.5%	84	12.6%	4.6%	4.5%
Kindergarten	103	15.4%	6.2%	7.0%	103	15.4%	6.2%	7.0%
Grade 1	123	18.4%	7.0%	7.1%	123	18.4%	7.0%	7.1%
Grade 2	124	18.6%	6.8%	7.1%	124	18.6%	6.8%	7.1%
Grade 3	113	16.9%	7.0%	7.1%	113	16.9%	7.0%	7.1%
Grade 4	108	16.2%	7.1%	7.3%	108	16.2%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	23	3.4%	7.4%	12.6%	23	3.4%	7.4%	12.6%
Hispanic	577	86.5%	83.3%	52.8%	577	86.5%	83.3%	52.8%
White	57	8.5%	5.5%	27.0%	57	8.5%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	6	0.9%	3.0%	4.6%	6	0.9%	3.0%	4.6%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	3	0.4%	0.6%	2.5%	3	0.4%	0.7%	2.5%
Sex:								
Female	335	50.2%	48.4%	48.8%	335	50.2%	48.4%	48.8%
Male	332	49.8%	51.6%	51.2%	332	49.8%	51.6%	51.2%
Economically Disadvantaged	529	79.3%	78.8%	60.3%	529	79.3%	78.7%	60.2%
Non-Educationally Disadvantaged	138	20.7%	21.2%	39.7%	138	20.7%	21.3%	39.8%
Section 504 Students	32	4.8%	5.7%	6.9%	32	4.8%	5.7%	6.9%
English Learners (EL)	297	44.5%	29.0%	20.3%	297	44.5%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	28	4.2%	4.3%	4.1%	28	4.2%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	1	0.1%	1.2%	1.4%	1	0.1%	1.2%	1.4%
Immigrant	13	1.9%	2.8%	2.3%	13	1.9%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	667	100.0%	69.1%	65.1%	667	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	430	64.5%	58.9%	50.6%	430	64.5%	58.9%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 667
Grade Span: EE - 04
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	333	49.9%	27.4%	20.6%	333	49.9%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	30	4.5%	5.4%	8.1%	30	4.5%	5.4%	8.1%
Special Education	102	15.3%	11.4%	10.5%	102	15.3%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	102							
By Type of Primary Disability								
Students with Intellectual Disabilities	33	32.4%	44.3%	42.4%				
Students with Physical Disabilities	19	18.6%	17.5%	21.4%				
Students with Autism	39	38.2%	20.6%	13.8%				
Students with Behavioral Disabilities	5	4.9%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	6	5.9%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	90	16.5%	16.3%	15.3%				
By Ethnicity:								
African American	4	0.7%						
Hispanic	76	14.0%						
White	8	1.5%						
American Indian	0	0.0%						
Asian	1	0.2%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	119	21.8%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.9%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	10.9%	8.7%	2.9%	4.2%	7.5%	4.9%
Grade 2	5.3%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	2.1%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 667
 Grade Span: EE - 04
 School Type: Elementary

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.4	17.5	19.0
Grade 1	16.4	18.4	18.9
Grade 2	18.2	17.9	18.8
Grade 3	13.6	16.8	19.0
Grade 4	12.9	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 667
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	82.2	100.0%	100.0%	100.0%
Professional Staff:	60.4	73.5%	58.1%	63.7%
Teachers	50.4	61.3%	44.9%	49.4%
Professional Support	7.1	8.6%	9.8%	10.2%
Campus Administration (School Leadership)	3.0	3.7%	2.3%	3.0%
Educational Aides:	21.8	26.5%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	51.5	62.6%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	9.9%	10.8%
Hispanic	25.0	49.6%	36.6%	28.1%
White	24.4	48.4%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.0%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	7.2	14.3%	24.5%	23.8%
Females	43.2	85.7%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	43.2	85.8%	75.8%	73.4%
Masters	7.2	14.2%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.0	11.9%	5.6%	7.4%
1-5 Years Experience	9.0	17.9%	32.5%	27.9%
6-10 Years Experience	16.1	32.0%	22.4%	19.4%
11-20 Years Experience	15.2	30.2%	27.9%	29.4%
Over 20 Years Experience	4.0	8.0%	11.6%	15.9%
Number of Students per Teacher	13.2	n/a	14.1	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 667
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.8	6.2
Average Years Experience of Principals with District	5.0	7.5	5.3
Average Years Experience of Assistant Principals	7.0	6.9	5.3
Average Years Experience of Assistant Principals with District	7.0	6.6	4.7
Average Years Experience of Teachers:	9.8	9.9	11.1
Average Years Experience of Teachers with District:	8.5	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,510	\$55,037	\$49,868
1-5 Years Experience	\$57,669	\$57,238	\$52,823
6-10 Years Experience	\$59,887	\$60,106	\$55,756
11-20 Years Experience	\$59,776	\$60,422	\$59,308
Over 20 Years Experience	\$61,676	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,843	\$59,499	\$57,091
Professional Support	\$63,328	\$73,749	\$67,352
Campus Administration (School Leadership)	\$93,830	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 667
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	9.8	19.5%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	4.0	7.9%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	32.0	63.6%	64.1%	70.9%
Special Education	4.5	9.0%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **FREEMAN EL**

Campus Number: **101917103**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 529
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 529
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 529
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 529
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 529
 Grade Span: EE - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Participation

Total Students: 498
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 529
 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													
2018-19	95.4%	94.4%	96.0%	93.3%	96.3%	97.0%	*	*	-	-	95.3%	96.0%	96.5%
2017-18	95.4%	94.2%	95.9%	93.5%	96.1%	95.7%	-	*	-	*	95.3%	96.1%	96.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 529
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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 529
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 529
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 529
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 529
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 529
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 529
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 529
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	529	100.0%	52,792	5,479,173	533	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	14	2.6%	0.5%	0.3%	18	3.4%	0.5%	0.5%
Pre-Kindergarten	59	11.2%	4.6%	4.5%	59	11.1%	4.6%	4.5%
Kindergarten	80	15.1%	6.2%	7.0%	80	15.0%	6.2%	7.0%
Grade 1	89	16.8%	7.0%	7.1%	89	16.7%	7.0%	7.1%
Grade 2	93	17.6%	6.8%	7.1%	93	17.4%	6.8%	7.1%
Grade 3	105	19.8%	7.0%	7.1%	105	19.7%	7.0%	7.1%
Grade 4	89	16.8%	7.1%	7.3%	89	16.7%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	56	10.6%	7.4%	12.6%	57	10.7%	7.4%	12.6%
Hispanic	447	84.5%	83.3%	52.8%	449	84.2%	83.3%	52.8%
White	20	3.8%	5.5%	27.0%	21	3.9%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	4	0.8%	3.0%	4.6%	4	0.8%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	2	0.4%	0.6%	2.5%	2	0.4%	0.7%	2.5%
Sex:								
Female	251	47.4%	48.4%	48.8%	251	47.1%	48.4%	48.8%
Male	278	52.6%	51.6%	51.2%	282	52.9%	51.6%	51.2%
Economically Disadvantaged	474	89.6%	78.8%	60.3%	476	89.3%	78.7%	60.2%
Non-Educationally Disadvantaged	55	10.4%	21.2%	39.7%	57	10.7%	21.3%	39.8%
Section 504 Students	22	4.2%	5.7%	6.9%	22	4.1%	5.7%	6.9%
English Learners (EL)	208	39.3%	29.0%	20.3%	208	39.0%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	11	2.1%	4.3%	4.1%	11	2.1%	4.3%	4.1%
Foster Care	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Homeless	8	1.5%	1.2%	1.4%	8	1.5%	1.2%	1.4%
Immigrant	19	3.6%	2.8%	2.3%	19	3.6%	2.8%	2.3%
Migrant	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Title I	529	100.0%	69.1%	65.1%	533	100.0%	69.1%	65.1%
Military Connected	1	0.2%	0.1%	1.9%	1	0.2%	0.1%	1.9%
At-Risk	309	58.4%	58.9%	50.6%	309	58.0%	58.9%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 529
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	194	36.7%	27.4%	20.6%	194	36.4%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	11	2.1%	5.4%	8.1%	11	2.1%	5.4%	8.1%
Special Education	59	11.2%	11.4%	10.5%	63	11.8%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	59							
By Type of Primary Disability								
Students with Intellectual Disabilities	14	23.7%	44.3%	42.4%				
Students with Physical Disabilities	16	27.1%	17.5%	21.4%				
Students with Autism	21	35.6%	20.6%	13.8%				
Students with Behavioral Disabilities	*	*	16.2%	20.8%				
Students with Non-Categorical Early Childhood	**	**	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	100	23.9%	16.3%	15.3%				
By Ethnicity:								
African American	26	6.2%						
Hispanic	70	16.7%						
White	4	1.0%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	117	28.5%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	1.3%	8.7%	2.9%	0.0%	7.5%	4.9%
Grade 2	2.3%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	0.0%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 529
 Grade Span: EE - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.0	17.5	19.0
Grade 1	16.7	18.4	18.9
Grade 2	21.0	17.9	18.8
Grade 3	19.3	16.8	19.0
Grade 4	18.3	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 529
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	63.7	100.0%	100.0%	100.0%
Professional Staff:	45.5	71.5%	58.1%	63.7%
Teachers	37.9	59.5%	44.9%	49.4%
Professional Support	5.6	8.8%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	3.1%	2.3%	3.0%
Educational Aides:	18.2	28.5%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	46.5	73.0%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.8	4.8%	9.9%	10.8%
Hispanic	24.0	63.3%	36.6%	28.1%
White	11.1	29.3%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.6%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	4.1	10.8%	24.5%	23.8%
Females	33.8	89.2%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	30.9	81.5%	75.8%	73.4%
Masters	7.0	18.5%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.0	10.5%	5.6%	7.4%
1-5 Years Experience	15.0	39.5%	32.5%	27.9%
6-10 Years Experience	5.1	13.5%	22.4%	19.4%
11-20 Years Experience	11.8	31.2%	27.9%	29.4%
Over 20 Years Experience	2.0	5.3%	11.6%	15.9%
Number of Students per Teacher	13.9	n/a	14.1	15.1

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 529
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	7.8	6.2
Average Years Experience of Principals with District	8.0	7.5	5.3
Average Years Experience of Assistant Principals	20.0	6.9	5.3
Average Years Experience of Assistant Principals with District	20.0	6.6	4.7
Average Years Experience of Teachers:	8.1	9.9	11.1
Average Years Experience of Teachers with District:	7.3	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,939	\$55,037	\$49,868
1-5 Years Experience	\$57,725	\$57,238	\$52,823
6-10 Years Experience	\$60,308	\$60,106	\$55,756
11-20 Years Experience	\$59,147	\$60,422	\$59,308
Over 20 Years Experience	\$69,483	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,948	\$59,499	\$57,091
Professional Support	\$67,560	\$73,749	\$67,352
Campus Administration (School Leadership)	\$102,687	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 529
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	12.0	31.8%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	21.5	56.8%	64.1%	70.9%
Special Education	4.3	11.4%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **GARDENS EL**

Campus Number: **101917104**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 581
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

				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)
State	District	Campus														
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																
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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 581
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 581
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 581
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 581
 Grade Span: PK - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 637
 Grade Span: PK - 04
 School Type: Elementary

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 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 581
 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													
2018-19	95.4%	94.4%	95.5%	94.1%	95.7%	93.7%	-	*	-	*	94.6%	95.6%	96.7%
2017-18	95.4%	94.2%	95.7%	94.8%	95.8%	94.2%	-	*	-	*	94.2%	95.8%	96.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 581
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 581
 Grade Span: PK - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 581
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 581
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 581
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 581
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 581
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 581
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	581	100.0%	52,792	5,479,173	583	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	2	0.3%	0.5%	0.5%
Pre-Kindergarten	66	11.4%	4.6%	4.5%	66	11.3%	4.6%	4.5%
Kindergarten	94	16.2%	6.2%	7.0%	94	16.1%	6.2%	7.0%
Grade 1	104	17.9%	7.0%	7.1%	104	17.8%	7.0%	7.1%
Grade 2	115	19.8%	6.8%	7.1%	115	19.7%	6.8%	7.1%
Grade 3	98	16.9%	7.0%	7.1%	98	16.8%	7.0%	7.1%
Grade 4	104	17.9%	7.1%	7.3%	104	17.8%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	23	4.0%	7.4%	12.6%	23	3.9%	7.4%	12.6%
Hispanic	538	92.6%	83.3%	52.8%	540	92.6%	83.3%	52.8%
White	19	3.3%	5.5%	27.0%	19	3.3%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.6%	0	0.0%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	1	0.2%	0.6%	2.5%	1	0.2%	0.7%	2.5%
Sex:								
Female	277	47.7%	48.4%	48.8%	278	47.7%	48.4%	48.8%
Male	304	52.3%	51.6%	51.2%	305	52.3%	51.6%	51.2%
Economically Disadvantaged	526	90.5%	78.8%	60.3%	528	90.6%	78.7%	60.2%
Non-Educationally Disadvantaged	55	9.5%	21.2%	39.7%	55	9.4%	21.3%	39.8%
Section 504 Students	21	3.6%	5.7%	6.9%	21	3.6%	5.7%	6.9%
English Learners (EL)	255	43.9%	29.0%	20.3%	255	43.7%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	25	4.3%	4.3%	4.1%	25	4.3%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	7	1.2%	1.2%	1.4%	7	1.2%	1.2%	1.4%
Immigrant	15	2.6%	2.8%	2.3%	15	2.6%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	581	100.0%	69.1%	65.1%	583	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	379	65.2%	58.9%	50.6%	379	65.0%	58.9%	50.5%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 581
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	241	41.5%	27.4%	20.6%	241	41.3%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	24	4.1%	5.4%	8.1%	24	4.1%	5.4%	8.1%
Special Education	93	16.0%	11.4%	10.5%	95	16.3%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	93							
By Type of Primary Disability								
Students with Intellectual Disabilities	21	22.6%	44.3%	42.4%				
Students with Physical Disabilities	38	40.9%	17.5%	21.4%				
Students with Autism	28	30.1%	20.6%	13.8%				
Students with Behavioral Disabilities	**	**	16.2%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	80	15.7%	16.3%	15.3%				
By Ethnicity:								
African American	10	2.0%						
Hispanic	63	12.4%						
White	6	1.2%						
American Indian	0	0.0%						
Asian	1	0.2%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	124	24.0%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	10.2%	8.7%	2.9%	4.8%	7.5%	4.9%
Grade 2	4.8%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	2.9%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 581
Grade Span: PK - 04
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.0	17.5	19.0
Grade 1	21.3	18.4	18.9
Grade 2	17.0	17.9	18.8
Grade 3	15.7	16.8	19.0
Grade 4	15.9	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

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

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 581
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	73.9	100.0%	100.0%	100.0%
Professional Staff:	56.5	76.5%	58.1%	63.7%
Teachers	44.1	59.8%	44.9%	49.4%
Professional Support	10.4	14.0%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	2.7%	2.3%	3.0%
Educational Aides:	17.4	23.5%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	48.6	65.7%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.1	6.9%	9.9%	10.8%
Hispanic	22.7	51.3%	36.6%	28.1%
White	18.4	41.8%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	3.2	7.3%	24.5%	23.8%
Females	40.9	92.7%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	30.5	69.1%	75.8%	73.4%
Masters	12.7	28.7%	22.4%	24.5%
Doctorate	1.0	2.3%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.3%	5.6%	7.4%
1-5 Years Experience	14.9	33.8%	32.5%	27.9%
6-10 Years Experience	8.0	18.1%	22.4%	19.4%
11-20 Years Experience	15.2	34.5%	27.9%	29.4%
Over 20 Years Experience	5.0	11.3%	11.6%	15.9%
Number of Students per Teacher	13.2	n/a	14.1	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 581
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	7.8	6.2
Average Years Experience of Principals with District	6.0	7.5	5.3
Average Years Experience of Assistant Principals	12.0	6.9	5.3
Average Years Experience of Assistant Principals with District	12.0	6.6	4.7
Average Years Experience of Teachers:	11.1	9.9	11.1
Average Years Experience of Teachers with District:	9.6	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,739	\$55,037	\$49,868
1-5 Years Experience	\$54,731	\$57,238	\$52,823
6-10 Years Experience	\$58,556	\$60,106	\$55,756
11-20 Years Experience	\$55,510	\$60,422	\$59,308
Over 20 Years Experience	\$63,435	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$56,702	\$59,499	\$57,091
Professional Support	\$63,798	\$73,749	\$67,352
Campus Administration (School Leadership)	\$99,837	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 581
 Grade Span: PK - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	16.8	38.0%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	23.7	53.7%	64.1%	70.9%
Special Education	3.7	8.3%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **GARFIELD EL**

Campus Number: **101917105**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 639
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 639
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 639
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 639
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 639
 Grade Span: PK - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Participation

Total Students: 660
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

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													
2018-19	95.4%	94.4%	96.1%	94.6%	96.2%	95.5%	*	*	-	-	94.4%	96.1%	96.8%
2017-18	95.4%	94.2%	96.6%	96.2%	96.7%	94.7%	*	*	-	*	95.6%	96.6%	97.1%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 639
 Grade Span: PK - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 639
Grade Span: PK - 04
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	639	100.0%	52,792	5,479,173	640	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	1	0.2%	0.5%	0.5%
Pre-Kindergarten	82	12.8%	4.6%	4.5%	82	12.8%	4.6%	4.5%
Kindergarten	112	17.5%	6.2%	7.0%	112	17.5%	6.2%	7.0%
Grade 1	126	19.7%	7.0%	7.1%	126	19.7%	7.0%	7.1%
Grade 2	105	16.4%	6.8%	7.1%	105	16.4%	6.8%	7.1%
Grade 3	105	16.4%	7.0%	7.1%	105	16.4%	7.0%	7.1%
Grade 4	109	17.1%	7.1%	7.3%	109	17.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	35	5.5%	7.4%	12.6%	35	5.5%	7.4%	12.6%
Hispanic	573	89.7%	83.3%	52.8%	574	89.7%	83.3%	52.8%
White	26	4.1%	5.5%	27.0%	26	4.1%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	3	0.5%	3.0%	4.6%	3	0.5%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	2	0.3%	0.6%	2.5%	2	0.3%	0.7%	2.5%
Sex:								
Female	323	50.5%	48.4%	48.8%	323	50.5%	48.4%	48.8%
Male	316	49.5%	51.6%	51.2%	317	49.5%	51.6%	51.2%
Economically Disadvantaged	537	84.0%	78.8%	60.3%	537	83.9%	78.7%	60.2%
Non-Educationally Disadvantaged	102	16.0%	21.2%	39.7%	103	16.1%	21.3%	39.8%
Section 504 Students	19	3.0%	5.7%	6.9%	19	3.0%	5.7%	6.9%
English Learners (EL)	323	50.5%	29.0%	20.3%	323	50.5%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	14	2.2%	4.3%	4.1%	14	2.2%	4.3%	4.1%
Foster Care	2	0.3%	0.1%	0.3%	2	0.3%	0.1%	0.3%
Homeless	0	0.0%	1.2%	1.4%	0	0.0%	1.2%	1.4%
Immigrant	18	2.8%	2.8%	2.3%	18	2.8%	2.8%	2.3%
Migrant	2	0.3%	0.2%	0.3%	2	0.3%	0.2%	0.3%
Title I	639	100.0%	69.1%	65.1%	640	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	450	70.4%	58.9%	50.6%	450	70.3%	58.9%	50.5%

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 639
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	365	57.1%	27.4%	20.6%	365	57.0%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	38	5.9%	5.4%	8.1%	38	5.9%	5.4%	8.1%
Special Education	69	10.8%	11.4%	10.5%	70	10.9%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	69							
By Type of Primary Disability								
Students with Intellectual Disabilities	17	24.6%	44.3%	42.4%				
Students with Physical Disabilities	17	24.6%	17.5%	21.4%				
Students with Autism	**	**	20.6%	13.8%				
Students with Behavioral Disabilities	19	27.5%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	62	12.1%	16.3%	15.3%				
By Ethnicity:								
African American	19	3.7%						
Hispanic	43	8.4%						
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%						
Student Attrition (2018-19):								
Total Student Attrition	97	18.5%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	10.9%	8.7%	2.9%	5.6%	7.5%	4.9%
Grade 2	1.0%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	2.1%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 639
 Grade Span: PK - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.6	17.5	19.0
Grade 1	17.8	18.4	18.9
Grade 2	13.8	17.9	18.8
Grade 3	17.0	16.8	19.0
Grade 4	15.6	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 639
Grade Span: PK - 04
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	77.6	100.0%	100.0%	100.0%
Professional Staff:	56.5	72.8%	58.1%	63.7%
Teachers	48.2	62.0%	44.9%	49.4%
Professional Support	6.4	8.2%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	2.6%	2.3%	3.0%
Educational Aides:	21.1	27.2%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	58.3	75.1%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	4.2	8.6%	9.9%	10.8%
Hispanic	30.0	62.3%	36.6%	28.1%
White	12.0	24.9%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.1%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.1%	1.0%	1.1%
Males	3.0	6.2%	24.5%	23.8%
Females	45.2	93.8%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	38.2	79.2%	75.8%	73.4%
Masters	10.0	20.8%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.2%	5.6%	7.4%
1-5 Years Experience	11.2	23.2%	32.5%	27.9%
6-10 Years Experience	11.0	22.8%	22.4%	19.4%
11-20 Years Experience	18.0	37.4%	27.9%	29.4%
Over 20 Years Experience	6.0	12.5%	11.6%	15.9%
Number of Students per Teacher	13.3	n/a	14.1	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 639
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	7.8	6.2
Average Years Experience of Principals with District	11.0	7.5	5.3
Average Years Experience of Assistant Principals	10.0	6.9	5.3
Average Years Experience of Assistant Principals with District	10.0	6.6	4.7
Average Years Experience of Teachers:	10.7	9.9	11.1
Average Years Experience of Teachers with District:	8.5	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,339	\$55,037	\$49,868
1-5 Years Experience	\$57,139	\$57,238	\$52,823
6-10 Years Experience	\$59,900	\$60,106	\$55,756
11-20 Years Experience	\$58,063	\$60,422	\$59,308
Over 20 Years Experience	\$52,820	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$57,544	\$59,499	\$57,091
Professional Support	\$63,311	\$73,749	\$67,352
Campus Administration (School Leadership)	\$101,437	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 639
 Grade Span: PK - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	12.1	25.1%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	27.9	57.9%	64.1%	70.9%
Special Education	8.2	16.9%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **GENOA EL**

Campus Number: **101917106**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 689
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 689
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 689
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 689
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 689
 Grade Span: EE - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 703
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 689
 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													
2018-19	95.4%	94.4%	95.4%	95.3%	95.5%	89.9%	*	97.3%	*	*	91.1%	95.4%	96.7%
2017-18	95.4%	94.2%	95.3%	94.9%	95.4%	92.7%	-	97.4%	*	97.1%	91.1%	95.4%	96.5%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 689
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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 689
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 689
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 689
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 689
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 689
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 689
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 689
Grade Span: EE - 04
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	689	100.0%	52,792	5,479,173	690	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	12	1.7%	0.5%	0.3%	13	1.9%	0.5%	0.5%
Pre-Kindergarten	90	13.1%	4.6%	4.5%	90	13.0%	4.6%	4.5%
Kindergarten	100	14.5%	6.2%	7.0%	100	14.5%	6.2%	7.0%
Grade 1	132	19.2%	7.0%	7.1%	132	19.1%	7.0%	7.1%
Grade 2	113	16.4%	6.8%	7.1%	113	16.4%	6.8%	7.1%
Grade 3	110	16.0%	7.0%	7.1%	110	15.9%	7.0%	7.1%
Grade 4	132	19.2%	7.1%	7.3%	132	19.1%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	44	6.4%	7.4%	12.6%	44	6.4%	7.4%	12.6%
Hispanic	570	82.7%	83.3%	52.8%	571	82.8%	83.3%	52.8%
White	33	4.8%	5.5%	27.0%	33	4.8%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	33	4.8%	3.0%	4.6%	33	4.8%	3.0%	4.6%
Pacific Islander	2	0.3%	0.1%	0.2%	2	0.3%	0.1%	0.2%
Two or More Races	7	1.0%	0.6%	2.5%	7	1.0%	0.7%	2.5%
Sex:								
Female	339	49.2%	48.4%	48.8%	339	49.1%	48.4%	48.8%
Male	350	50.8%	51.6%	51.2%	351	50.9%	51.6%	51.2%
Economically Disadvantaged	563	81.7%	78.8%	60.3%	564	81.7%	78.7%	60.2%
Non-Educationally Disadvantaged	126	18.3%	21.2%	39.7%	126	18.3%	21.3%	39.8%
Section 504 Students	21	3.0%	5.7%	6.9%	21	3.0%	5.7%	6.9%
English Learners (EL)	322	46.7%	29.0%	20.3%	322	46.7%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	13	1.9%	4.3%	4.1%	13	1.9%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	27	3.9%	1.2%	1.4%	27	3.9%	1.2%	1.4%
Immigrant	5	0.7%	2.8%	2.3%	5	0.7%	2.8%	2.3%
Migrant	4	0.6%	0.2%	0.3%	4	0.6%	0.2%	0.3%
Title I	689	100.0%	69.1%	65.1%	690	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	453	65.7%	58.9%	50.6%	453	65.7%	58.9%	50.5%

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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 689
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	268	38.9%	27.4%	20.6%	268	38.8%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	42	6.1%	5.4%	8.1%	42	6.1%	5.4%	8.1%
Special Education	94	13.6%	11.4%	10.5%	95	13.8%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	94							
By Type of Primary Disability								
Students with Intellectual Disabilities	22	23.4%	44.3%	42.4%				
Students with Physical Disabilities	38	40.4%	17.5%	21.4%				
Students with Autism	**	**	20.6%	13.8%				
Students with Behavioral Disabilities	19	20.2%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	75	14.2%	16.3%	15.3%				
By Ethnicity:								
African American	20	3.8%						
Hispanic	47	8.9%						
White	5	0.9%						
American Indian	1	0.2%						
Asian	1	0.2%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	115	19.8%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.9%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	2.1%	8.7%	2.9%	6.3%	7.5%	4.9%
Grade 2	0.0%	5.6%	1.6%	9.5%	2.6%	2.0%
Grade 3	0.0%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 689
 Grade Span: EE - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.0	17.5	19.0
Grade 1	19.3	18.4	18.9
Grade 2	18.9	17.9	18.8
Grade 3	16.3	16.8	19.0
Grade 4	19.0	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 689
Grade Span: EE - 04
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	80.3	100.0%	100.0%	100.0%
Professional Staff:	61.7	76.9%	58.1%	63.7%
Teachers	51.4	64.0%	44.9%	49.4%
Professional Support	8.3	10.3%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	2.5%	2.3%	3.0%
Educational Aides:	18.6	23.1%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	53.2	66.3%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	4.3	8.3%	9.9%	10.8%
Hispanic	26.1	50.7%	36.6%	28.1%
White	20.1	39.0%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.9%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	2.1	4.1%	24.5%	23.8%
Females	49.3	95.9%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	33.6	65.3%	75.8%	73.4%
Masters	17.8	34.7%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.5	2.9%	5.6%	7.4%
1-5 Years Experience	14.0	27.2%	32.5%	27.9%
6-10 Years Experience	9.3	18.0%	22.4%	19.4%
11-20 Years Experience	22.6	44.0%	27.9%	29.4%
Over 20 Years Experience	4.1	7.9%	11.6%	15.9%
Number of Students per Teacher	13.4	n/a	14.1	15.1

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 689
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	7.8	6.2
Average Years Experience of Principals with District	13.0	7.5	5.3
Average Years Experience of Assistant Principals	5.0	6.9	5.3
Average Years Experience of Assistant Principals with District	3.0	6.6	4.7
Average Years Experience of Teachers:	11.0	9.9	11.1
Average Years Experience of Teachers with District:	7.8	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,294	\$55,037	\$49,868
1-5 Years Experience	\$58,490	\$57,238	\$52,823
6-10 Years Experience	\$61,414	\$60,106	\$55,756
11-20 Years Experience	\$58,790	\$60,422	\$59,308
Over 20 Years Experience	\$67,455	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,796	\$59,499	\$57,091
Professional Support	\$66,736	\$73,749	\$67,352
Campus Administration (School Leadership)	\$100,007	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 689
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	19.1	37.1%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	24.9	48.4%	64.1%	70.9%
Special Education	7.4	14.5%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **GOLDEN ACRES EL**

Campus Number: **101917107**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: GOLDEN ACRES EL
 Campus Number: 101917107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 393
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

				African			American			Two or	Special	Special	Continu-	Non-		EL	
	State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	More	Ed	Ed	ously	Continu-	Econ	(Current	
									Islander	Races	(Current)	(Former)	Enrolled	ously	Disadv	& Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
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%

District Name: PASADENA ISD
 Campus Name: GOLDEN ACRES EL
 Campus Number: 101917107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 393
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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
2019-20 Campus Progress

Total Students: 393
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 393
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	*	*	*	-	-	-	-	*	*	*

District Name: PASADENA ISD
 Campus Name: GOLDEN ACRES EL
 Campus Number: 101917107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 393
 Grade Span: PK - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
 Campus Name: GOLDEN ACRES EL
 Campus Number: 101917107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 471
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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
 Campus Name: GOLDEN ACRES EL
 Campus Number: 101917107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 393
 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													
2018-19	95.4%	94.4%	96.0%	*	96.1%	95.2%	-	*	-	*	95.0%	96.0%	96.9%
2017-18	95.4%	94.2%	96.2%	*	96.4%	95.7%	*	98.9%	*	94.9%	95.1%	96.2%	97.4%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: GOLDEN ACRES EL
 Campus Number: 101917107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 393
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: GOLDEN ACRES EL
 Campus Number: 101917107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 393
 Grade Span: PK - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: GOLDEN ACRES EL
 Campus Number: 101917107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 393
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: GOLDEN ACRES EL
 Campus Number: 101917107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 393
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: GOLDEN ACRES EL
 Campus Number: 101917107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 393
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: GOLDEN ACRES EL
 Campus Number: 101917107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 393
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: GOLDEN ACRES EL
 Campus Number: 101917107

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 393
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: GOLDEN ACRES EL
 Campus Number: 101917107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 393
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	393	100.0%	52,792	5,479,173	396	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	3	0.8%	0.5%	0.5%
Pre-Kindergarten	41	10.4%	4.6%	4.5%	41	10.4%	4.6%	4.5%
Kindergarten	49	12.5%	6.2%	7.0%	49	12.4%	6.2%	7.0%
Grade 1	82	20.9%	7.0%	7.1%	82	20.7%	7.0%	7.1%
Grade 2	68	17.3%	6.8%	7.1%	68	17.2%	6.8%	7.1%
Grade 3	77	19.6%	7.0%	7.1%	77	19.4%	7.0%	7.1%
Grade 4	76	19.3%	7.1%	7.3%	76	19.2%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	4	1.0%	7.4%	12.6%	4	1.0%	7.4%	12.6%
Hispanic	343	87.3%	83.3%	52.8%	346	87.4%	83.3%	52.8%
White	41	10.4%	5.5%	27.0%	41	10.4%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	1	0.3%	3.0%	4.6%	1	0.3%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	4	1.0%	0.6%	2.5%	4	1.0%	0.7%	2.5%
Sex:								
Female	184	46.8%	48.4%	48.8%	184	46.5%	48.4%	48.8%
Male	209	53.2%	51.6%	51.2%	212	53.5%	51.6%	51.2%
Economically Disadvantaged	320	81.4%	78.8%	60.3%	323	81.6%	78.7%	60.2%
Non-Educationally Disadvantaged	73	18.6%	21.2%	39.7%	73	18.4%	21.3%	39.8%
Section 504 Students	23	5.9%	5.7%	6.9%	23	5.8%	5.7%	6.9%
English Learners (EL)	178	45.3%	29.0%	20.3%	178	44.9%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	21	5.3%	4.3%	4.1%	21	5.3%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	2	0.5%	1.2%	1.4%	2	0.5%	1.2%	1.4%
Immigrant	3	0.8%	2.8%	2.3%	3	0.8%	2.8%	2.3%
Migrant	1	0.3%	0.2%	0.3%	1	0.3%	0.2%	0.3%
Title I	393	100.0%	69.1%	65.1%	396	100.0%	69.1%	65.1%
Military Connected	1	0.3%	0.1%	1.9%	1	0.3%	0.1%	1.9%
At-Risk	203	51.7%	58.9%	50.6%	203	51.3%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: GOLDEN ACRES EL
 Campus Number: 101917107

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 393
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	167	42.5%	27.4%	20.6%	167	42.2%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	29	7.4%	5.4%	8.1%	29	7.3%	5.4%	8.1%
Special Education	40	10.2%	11.4%	10.5%	43	10.9%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	40							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	44.3%	42.4%				
Students with Physical Disabilities	18	45.0%	17.5%	21.4%				
Students with Autism	12	30.0%	20.6%	13.8%				
Students with Behavioral Disabilities	*	*	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	60	15.8%	16.3%	15.3%				
By Ethnicity:								
African American	3	0.8%						
Hispanic	45	11.8%						
White	11	2.9%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	91	23.8%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	12.0%	8.7%	2.9%	7.7%	7.5%	4.9%
Grade 2	3.0%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	3.0%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: GOLDEN ACRES EL
 Campus Number: 101917107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 393
 Grade Span: PK - 04
 School Type: Elementary

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.5	17.5	19.0
Grade 1	15.7	18.4	18.9
Grade 2	14.7	17.9	18.8
Grade 3	20.5	16.8	19.0
Grade 4	20.0	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: GOLDEN ACRES EL
 Campus Number: 101917107

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 393
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	49.1	100.0%	100.0%	100.0%
Professional Staff:	38.8	79.2%	58.1%	63.7%
Teachers	31.4	64.1%	44.9%	49.4%
Professional Support	5.4	11.0%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	4.1%	2.3%	3.0%
Educational Aides:	10.2	20.8%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	26.2	53.4%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	9.9%	10.8%
Hispanic	13.8	43.8%	36.6%	28.1%
White	17.7	56.2%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	3.2	10.1%	24.5%	23.8%
Females	28.3	89.9%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	27.2	86.5%	75.8%	73.4%
Masters	4.2	13.5%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	5.6%	7.4%
1-5 Years Experience	8.0	25.4%	32.5%	27.9%
6-10 Years Experience	11.8	37.4%	22.4%	19.4%
11-20 Years Experience	7.2	22.9%	27.9%	29.4%
Over 20 Years Experience	4.5	14.3%	11.6%	15.9%
Number of Students per Teacher	12.5	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: GOLDEN ACRES EL
 Campus Number: 101917107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 393
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	7.8	6.2
Average Years Experience of Principals with District	7.0	7.5	5.3
Average Years Experience of Assistant Principals	5.0	6.9	5.3
Average Years Experience of Assistant Principals with District	5.0	6.6	4.7
Average Years Experience of Teachers:	11.8	9.9	11.1
Average Years Experience of Teachers with District:	10.4	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,037	\$49,868
1-5 Years Experience	\$56,518	\$57,238	\$52,823
6-10 Years Experience	\$58,535	\$60,106	\$55,756
11-20 Years Experience	\$56,966	\$60,422	\$59,308
Over 20 Years Experience	\$59,976	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$57,868	\$59,499	\$57,091
Professional Support	\$65,166	\$73,749	\$67,352
Campus Administration (School Leadership)	\$99,347	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: GOLDEN ACRES EL
 Campus Number: 101917107

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 393
 Grade Span: PK - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	11.9	37.8%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	18.1	57.7%	64.1%	70.9%
Special Education	1.4	4.6%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **PEARL HALL EL**

Campus Number: **101917108**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: PEARL HALL EL
 Campus Number: 101917108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 640
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	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%

District Name: PASADENA ISD
 Campus Name: PEARL HALL EL
 Campus Number: 101917108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 640
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: PEARL HALL EL
 Campus Number: 101917108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 640
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 640
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*

District Name: PASADENA ISD
 Campus Name: PEARL HALL EL
 Campus Number: 101917108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 640
 Grade Span: PK - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
 Campus Name: PEARL HALL EL
 Campus Number: 101917108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 661
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 640
 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													
2018-19	95.4%	94.4%	96.2%	94.2%	96.2%	96.5%	-	*	-	*	94.6%	96.2%	97.1%
2017-18	95.4%	94.2%	95.8%	95.0%	95.8%	94.8%	-	*	-	*	93.7%	96.0%	96.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: PEARL HALL EL
 Campus Number: 101917108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 640
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: PEARL HALL EL
 Campus Number: 101917108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 640
 Grade Span: PK - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: PEARL HALL EL
 Campus Number: 101917108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 640
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: PEARL HALL EL
 Campus Number: 101917108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 640
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: PEARL HALL EL
 Campus Number: 101917108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 640
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: PEARL HALL EL
 Campus Number: 101917108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 640
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: PEARL HALL EL
 Campus Number: 101917108

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 640
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: PEARL HALL EL
 Campus Number: 101917108

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 640
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	640	100.0%	52,792	5,479,173	641	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	1	0.2%	0.5%	0.5%
Pre-Kindergarten	88	13.8%	4.6%	4.5%	88	13.7%	4.6%	4.5%
Kindergarten	104	16.3%	6.2%	7.0%	104	16.2%	6.2%	7.0%
Grade 1	105	16.4%	7.0%	7.1%	105	16.4%	7.0%	7.1%
Grade 2	109	17.0%	6.8%	7.1%	109	17.0%	6.8%	7.1%
Grade 3	119	18.6%	7.0%	7.1%	119	18.6%	7.0%	7.1%
Grade 4	115	18.0%	7.1%	7.3%	115	17.9%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	32	5.0%	7.4%	12.6%	32	5.0%	7.4%	12.6%
Hispanic	584	91.3%	83.3%	52.8%	585	91.3%	83.3%	52.8%
White	15	2.3%	5.5%	27.0%	15	2.3%	5.5%	27.0%
American Indian	1	0.2%	0.1%	0.4%	1	0.2%	0.1%	0.4%
Asian	3	0.5%	3.0%	4.6%	3	0.5%	3.0%	4.6%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	4	0.6%	0.6%	2.5%	4	0.6%	0.7%	2.5%
Sex:								
Female	314	49.1%	48.4%	48.8%	314	49.0%	48.4%	48.8%
Male	326	50.9%	51.6%	51.2%	327	51.0%	51.6%	51.2%
Economically Disadvantaged	570	89.1%	78.8%	60.3%	571	89.1%	78.7%	60.2%
Non-Educationally Disadvantaged	70	10.9%	21.2%	39.7%	70	10.9%	21.3%	39.8%
Section 504 Students	33	5.2%	5.7%	6.9%	33	5.1%	5.7%	6.9%
English Learners (EL)	319	49.8%	29.0%	20.3%	319	49.8%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	16	2.5%	4.3%	4.1%	16	2.5%	4.3%	4.1%
Foster Care	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Homeless	16	2.5%	1.2%	1.4%	16	2.5%	1.2%	1.4%
Immigrant	24	3.8%	2.8%	2.3%	24	3.7%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	640	100.0%	69.1%	65.1%	641	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	424	66.3%	58.9%	50.6%	424	66.1%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: PEARL HALL EL
 Campus Number: 101917108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 640
 Grade Span: PK - 04
 School Type: Elementary

	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	297	46.4%	27.4%	20.6%	297	46.3%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	19	3.0%	5.4%	8.1%	19	3.0%	5.4%	8.1%
Special Education	74	11.6%	11.4%	10.5%	75	11.7%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	74							
By Type of Primary Disability								
Students with Intellectual Disabilities	18	24.3%	44.3%	42.4%				
Students with Physical Disabilities	30	40.5%	17.5%	21.4%				
Students with Autism	17	23.0%	20.6%	13.8%				
Students with Behavioral Disabilities	**	**	16.2%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	125	22.1%	16.3%	15.3%				
By Ethnicity:								
African American	21	3.7%						
Hispanic	99	17.5%						
White	2	0.4%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	3	0.5%						
Student Attrition (2018-19):								
Total Student Attrition	116	22.1%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	6.5%	8.7%	2.9%	6.3%	7.5%	4.9%
Grade 2	5.3%	5.6%	1.6%	9.1%	2.6%	2.0%
Grade 3	2.9%	2.9%	0.9%	9.1%	0.8%	0.8%
Grade 4	0.9%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 640
Grade Span: PK - 04
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.0	17.5	19.0
Grade 1	20.0	18.4	18.9
Grade 2	16.0	17.9	18.8
Grade 3	18.4	16.8	19.0
Grade 4	20.3	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 640
Grade Span: PK - 04
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	69.9	100.0%	100.0%	100.0%
Professional Staff:	53.6	76.7%	58.1%	63.7%
Teachers	44.4	63.5%	44.9%	49.4%
Professional Support	7.3	10.4%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	2.9%	2.3%	3.0%
Educational Aides:	16.3	23.3%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	50.3	72.0%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	2.0	4.5%	9.9%	10.8%
Hispanic	26.0	58.6%	36.6%	28.1%
White	15.4	34.6%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.3%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	6.0	13.5%	24.5%	23.8%
Females	38.4	86.5%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	35.4	79.7%	75.8%	73.4%
Masters	8.0	18.0%	22.4%	24.5%
Doctorate	1.0	2.3%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.3%	5.6%	7.4%
1-5 Years Experience	12.0	27.0%	32.5%	27.9%
6-10 Years Experience	7.3	16.5%	22.4%	19.4%
11-20 Years Experience	17.0	38.4%	27.9%	29.4%
Over 20 Years Experience	7.0	15.8%	11.6%	15.9%
Number of Students per Teacher	14.4	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: PEARL HALL EL
 Campus Number: 101917108

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 640
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	7.8	6.2
Average Years Experience of Principals with District	6.0	7.5	5.3
Average Years Experience of Assistant Principals	5.0	6.9	5.3
Average Years Experience of Assistant Principals with District	5.0	6.6	4.7
Average Years Experience of Teachers:	12.7	9.9	11.1
Average Years Experience of Teachers with District:	9.8	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,739	\$55,037	\$49,868
1-5 Years Experience	\$57,339	\$57,238	\$52,823
6-10 Years Experience	\$59,787	\$60,106	\$55,756
11-20 Years Experience	\$59,247	\$60,422	\$59,308
Over 20 Years Experience	\$63,547	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,419	\$59,499	\$57,091
Professional Support	\$64,743	\$73,749	\$67,352
Campus Administration (School Leadership)	\$97,077	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: PEARL HALL EL
 Campus Number: 101917108

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 640
 Grade Span: PK - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	18.2	41.0%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	20.4	46.0%	64.1%	70.9%
Special Education	5.8	13.0%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **JESSUP EL**

Campus Number: **101917109**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: JESSUP EL
 Campus Number: 101917109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 647
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: JESSUP EL
 Campus Number: 101917109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 647
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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)
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%
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%

District Name: PASADENA ISD
 Campus Name: JESSUP EL
 Campus Number: 101917109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 647
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 647
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 647
 Grade Span: PK - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 639
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 647
 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													
2018-19	95.4%	94.4%	95.5%	92.8%	95.8%	96.2%	-	97.2%	*	*	95.0%	95.6%	96.6%
2017-18	95.4%	94.2%	95.3%	93.1%	95.5%	97.1%	-	*	*	*	94.0%	95.4%	96.3%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: JESSUP EL
 Campus Number: 101917109

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 647
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: JESSUP EL
 Campus Number: 101917109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 647
 Grade Span: PK - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: JESSUP EL
 Campus Number: 101917109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 647
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: JESSUP EL
 Campus Number: 101917109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 647
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: JESSUP EL
 Campus Number: 101917109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 647
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: JESSUP EL
 Campus Number: 101917109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 647
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: JESSUP EL
 Campus Number: 101917109

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 647
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: JESSUP EL
 Campus Number: 101917109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 647
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	647	100.0%	52,792	5,479,173	647	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	86	13.3%	4.6%	4.5%	86	13.3%	4.6%	4.5%
Kindergarten	98	15.1%	6.2%	7.0%	98	15.1%	6.2%	7.0%
Grade 1	129	19.9%	7.0%	7.1%	129	19.9%	7.0%	7.1%
Grade 2	102	15.8%	6.8%	7.1%	102	15.8%	6.8%	7.1%
Grade 3	127	19.6%	7.0%	7.1%	127	19.6%	7.0%	7.1%
Grade 4	105	16.2%	7.1%	7.3%	105	16.2%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	115	17.8%	7.4%	12.6%	115	17.8%	7.4%	12.6%
Hispanic	500	77.3%	83.3%	52.8%	500	77.3%	83.3%	52.8%
White	19	2.9%	5.5%	27.0%	19	2.9%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	7	1.1%	3.0%	4.6%	7	1.1%	3.0%	4.6%
Pacific Islander	2	0.3%	0.1%	0.2%	2	0.3%	0.1%	0.2%
Two or More Races	4	0.6%	0.6%	2.5%	4	0.6%	0.7%	2.5%
Sex:								
Female	315	48.7%	48.4%	48.8%	315	48.7%	48.4%	48.8%
Male	332	51.3%	51.6%	51.2%	332	51.3%	51.6%	51.2%
Economically Disadvantaged	599	92.6%	78.8%	60.3%	599	92.6%	78.7%	60.2%
Non-Educationally Disadvantaged	48	7.4%	21.2%	39.7%	48	7.4%	21.3%	39.8%
Section 504 Students	18	2.8%	5.7%	6.9%	18	2.8%	5.7%	6.9%
English Learners (EL)	314	48.5%	29.0%	20.3%	314	48.5%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	15	2.3%	4.3%	4.1%	15	2.3%	4.3%	4.1%
Foster Care	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Homeless	40	6.2%	1.2%	1.4%	40	6.2%	1.2%	1.4%
Immigrant	31	4.8%	2.8%	2.3%	31	4.8%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	647	100.0%	69.1%	65.1%	647	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	439	67.9%	58.9%	50.6%	439	67.9%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: JESSUP EL
 Campus Number: 101917109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 647
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	290	44.8%	27.4%	20.6%	290	44.8%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	21	3.2%	5.4%	8.1%	21	3.2%	5.4%	8.1%
Special Education	64	9.9%	11.4%	10.5%	64	9.9%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	64							
By Type of Primary Disability								
Students with Intellectual Disabilities	24	37.5%	44.3%	42.4%				
Students with Physical Disabilities	19	29.7%	17.5%	21.4%				
Students with Autism	10	15.6%	20.6%	13.8%				
Students with Behavioral Disabilities	11	17.2%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	131	24.2%	16.3%	15.3%				
By Ethnicity:								
African American	36	6.7%						
Hispanic	85	15.7%						
White	2	0.4%						
American Indian	0	0.0%						
Asian	4	0.7%						
Pacific Islander	2	0.4%						
Two or More Races	2	0.4%						
Student Attrition (2018-19):								
Total Student Attrition	144	27.6%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.1%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	11.8%	8.7%	2.9%	21.4%	7.5%	4.9%
Grade 2	0.9%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	1.0%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: JESSUP EL
 Campus Number: 101917109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 647
 Grade Span: PK - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.0	17.5	19.0
Grade 1	15.0	18.4	18.9
Grade 2	17.0	17.9	18.8
Grade 3	17.0	16.8	19.0
Grade 4	17.3	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
Campus Name: JESSUP EL
Campus Number: 101917109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 647
Grade Span: PK - 04
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	76.7	100.0%	100.0%	100.0%
Professional Staff:	57.6	75.1%	58.1%	63.7%
Teachers	48.5	63.2%	44.9%	49.4%
Professional Support	7.2	9.3%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	2.6%	2.3%	3.0%
Educational Aides:	19.1	24.9%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	54.5	71.0%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	5.1	10.5%	9.9%	10.8%
Hispanic	23.0	47.4%	36.6%	28.1%
White	19.4	40.0%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.1%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	6.3	13.0%	24.5%	23.8%
Females	42.2	87.0%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	41.5	85.5%	75.8%	73.4%
Masters	7.0	14.5%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	5.6%	7.4%
1-5 Years Experience	13.2	27.3%	32.5%	27.9%
6-10 Years Experience	11.9	24.6%	22.4%	19.4%
11-20 Years Experience	18.3	37.8%	27.9%	29.4%
Over 20 Years Experience	5.0	10.3%	11.6%	15.9%
Number of Students per Teacher	13.3	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: JESSUP EL
 Campus Number: 101917109

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 647
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.8	6.2
Average Years Experience of Principals with District	5.0	7.5	5.3
Average Years Experience of Assistant Principals	3.0	6.9	5.3
Average Years Experience of Assistant Principals with District	3.0	6.6	4.7
Average Years Experience of Teachers:	10.4	9.9	11.1
Average Years Experience of Teachers with District:	7.6	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,037	\$49,868
1-5 Years Experience	\$55,744	\$57,238	\$52,823
6-10 Years Experience	\$58,846	\$60,106	\$55,756
11-20 Years Experience	\$58,826	\$60,422	\$59,308
Over 20 Years Experience	\$62,803	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,400	\$59,499	\$57,091
Professional Support	\$64,980	\$73,749	\$67,352
Campus Administration (School Leadership)	\$95,637	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: JESSUP EL
 Campus Number: 101917109

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 647
 Grade Span: PK - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	17.1	35.2%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	28.5	58.8%	64.1%	70.9%
Special Education	2.9	5.9%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **KRUSE EL**

Campus Number: **101917110**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: KRUSE EL
 Campus Number: 101917110

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 469
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

				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)
State	District	Campus														
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																
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%

District Name: PASADENA ISD
 Campus Name: KRUSE EL
 Campus Number: 101917110

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 469
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: KRUSE EL
 Campus Number: 101917110

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Progress**

Total Students: 469
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

District Name: PASADENA ISD
 Campus Name: KRUSE EL
 Campus Number: 101917110

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 469
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 469
 Grade Span: PK - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Participation

Total Students: 544
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 469
 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													
2018-19	95.4%	94.4%	95.6%	91.9%	95.7%	94.8%	-	-	-	*	94.2%	95.6%	96.6%
2017-18	95.4%	94.2%	95.6%	95.4%	95.7%	92.8%	-	-	-	*	94.4%	95.5%	96.3%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: KRUSE EL
 Campus Number: 101917110

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 469
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: KRUSE EL
 Campus Number: 101917110

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 469
 Grade Span: PK - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: KRUSE EL
 Campus Number: 101917110

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 469
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: KRUSE EL
 Campus Number: 101917110

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 469
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: KRUSE EL
 Campus Number: 101917110

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 469
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: KRUSE EL
 Campus Number: 101917110

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 469
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: KRUSE EL
 Campus Number: 101917110

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 469
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: KRUSE EL
Campus Number: 101917110

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 469
Grade Span: PK - 04
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	469	100.0%	52,792	5,479,173	469	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	61	13.0%	4.6%	4.5%	61	13.0%	4.6%	4.5%
Kindergarten	71	15.1%	6.2%	7.0%	71	15.1%	6.2%	7.0%
Grade 1	90	19.2%	7.0%	7.1%	90	19.2%	7.0%	7.1%
Grade 2	82	17.5%	6.8%	7.1%	82	17.5%	6.8%	7.1%
Grade 3	78	16.6%	7.0%	7.1%	78	16.6%	7.0%	7.1%
Grade 4	87	18.6%	7.1%	7.3%	87	18.6%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	12	2.6%	7.4%	12.6%	12	2.6%	7.4%	12.6%
Hispanic	437	93.2%	83.3%	52.8%	437	93.2%	83.3%	52.8%
White	18	3.8%	5.5%	27.0%	18	3.8%	5.5%	27.0%
American Indian	1	0.2%	0.1%	0.4%	1	0.2%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.6%	0	0.0%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	1	0.2%	0.6%	2.5%	1	0.2%	0.7%	2.5%
Sex:								
Female	210	44.8%	48.4%	48.8%	210	44.8%	48.4%	48.8%
Male	259	55.2%	51.6%	51.2%	259	55.2%	51.6%	51.2%
Economically Disadvantaged	437	93.2%	78.8%	60.3%	437	93.2%	78.7%	60.2%
Non-Educationally Disadvantaged	32	6.8%	21.2%	39.7%	32	6.8%	21.3%	39.8%
Section 504 Students	14	3.0%	5.7%	6.9%	14	3.0%	5.7%	6.9%
English Learners (EL)	191	40.7%	29.0%	20.3%	191	40.7%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	16	3.4%	4.3%	4.1%	16	3.4%	4.3%	4.1%
Foster Care	2	0.4%	0.1%	0.3%	2	0.4%	0.1%	0.3%
Homeless	4	0.9%	1.2%	1.4%	4	0.9%	1.2%	1.4%
Immigrant	19	4.1%	2.8%	2.3%	19	4.1%	2.8%	2.3%
Migrant	4	0.9%	0.2%	0.3%	4	0.9%	0.2%	0.3%
Title I	469	100.0%	69.1%	65.1%	469	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	264	56.3%	58.9%	50.6%	264	56.3%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: KRUSE EL
 Campus Number: 101917110

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 469
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	177	37.7%	27.4%	20.6%	177	37.7%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	12	2.6%	5.4%	8.1%	12	2.6%	5.4%	8.1%
Special Education	48	10.2%	11.4%	10.5%	48	10.2%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	48							
By Type of Primary Disability								
Students with Intellectual Disabilities	14	29.2%	44.3%	42.4%				
Students with Physical Disabilities	22	45.8%	17.5%	21.4%				
Students with Autism	*	*	20.6%	13.8%				
Students with Behavioral Disabilities	**	**	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	94	21.2%	16.3%	15.3%				
By Ethnicity:								
African American	4	0.9%						
Hispanic	87	19.6%						
White	2	0.5%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	126	29.2%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	13.5%	8.7%	2.9%	0.0%	7.5%	4.9%
Grade 2	10.0%	5.6%	1.6%	7.7%	2.6%	2.0%
Grade 3	2.5%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: KRUSE EL
 Campus Number: 101917110

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 469
 Grade Span: PK - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.7	17.5	19.0
Grade 1	19.0	18.4	18.9
Grade 2	15.3	17.9	18.8
Grade 3	13.9	16.8	19.0
Grade 4	14.6	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: KRUSE EL
 Campus Number: 101917110

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 469
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	58.9	100.0%	100.0%	100.0%
Professional Staff:	47.1	79.9%	58.1%	63.7%
Teachers	37.0	62.8%	44.9%	49.4%
Professional Support	8.1	13.7%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	3.4%	2.3%	3.0%
Educational Aides:	11.8	20.1%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	35.9	60.9%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	2.0	5.4%	9.9%	10.8%
Hispanic	17.0	45.9%	36.6%	28.1%
White	18.0	48.7%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	2.0	5.4%	24.5%	23.8%
Females	35.0	94.6%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	30.0	81.1%	75.8%	73.4%
Masters	7.0	18.9%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.7%	5.6%	7.4%
1-5 Years Experience	12.0	32.4%	32.5%	27.9%
6-10 Years Experience	8.0	21.6%	22.4%	19.4%
11-20 Years Experience	14.0	37.8%	27.9%	29.4%
Over 20 Years Experience	2.0	5.4%	11.6%	15.9%
Number of Students per Teacher	12.7	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: KRUSE EL
 Campus Number: 101917110

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 469
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	7.8	6.2
Average Years Experience of Principals with District	11.0	7.5	5.3
Average Years Experience of Assistant Principals	10.0	6.9	5.3
Average Years Experience of Assistant Principals with District	10.0	6.6	4.7
Average Years Experience of Teachers:	9.7	9.9	11.1
Average Years Experience of Teachers with District:	7.5	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,739	\$55,037	\$49,868
1-5 Years Experience	\$57,071	\$57,238	\$52,823
6-10 Years Experience	\$60,087	\$60,106	\$55,756
11-20 Years Experience	\$62,808	\$60,422	\$59,308
Over 20 Years Experience	\$71,404	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$60,632	\$59,499	\$57,091
Professional Support	\$66,971	\$73,749	\$67,352
Campus Administration (School Leadership)	\$101,647	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: KRUSE EL
 Campus Number: 101917110

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 469
 Grade Span: PK - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	13.0	35.1%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	20.8	56.3%	64.1%	70.9%
Special Education	3.2	8.7%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MEADOR ELEMENTARY**

Campus Number: **101917111**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: MEADOR ELEMENTARY
 Campus Number: 101917111

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 494
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: MEADOR ELEMENTARY
 Campus Number: 101917111

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 494
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: MEADOR ELEMENTARY
 Campus Number: 101917111

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 494
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 494
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*

District Name: PASADENA ISD
 Campus Name: MEADOR ELEMENTARY
 Campus Number: 101917111

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 494
 Grade Span: EE - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	-	*	-	-	-	-	-	-	*	*

District Name: PASADENA ISD
 Campus Name: MEADOR ELEMENTARY
 Campus Number: 101917111

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 569
 Grade Span: EE - 04
 School Type: Elementary

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 494
 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													
2018-19	95.4%	94.4%	96.2%	95.1%	96.5%	96.6%	*	98.2%	*	*	95.3%	96.0%	97.4%
2017-18	95.4%	94.2%	96.2%	95.9%	96.2%	95.4%	-	97.5%	*	*	96.1%	96.0%	97.5%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MEADOR ELEMENTARY
 Campus Number: 101917111

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 494
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MEADOR ELEMENTARY
 Campus Number: 101917111

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 494
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: MEADOR ELEMENTARY
 Campus Number: 101917111

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 494
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: MEADOR ELEMENTARY
 Campus Number: 101917111

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 494
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MEADOR ELEMENTARY
 Campus Number: 101917111

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 494
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: MEADOR ELEMENTARY
 Campus Number: 101917111

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 494
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: MEADOR ELEMENTARY
 Campus Number: 101917111

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 494
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MEADOR ELEMENTARY
 Campus Number: 101917111

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 494
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	494	100.0%	52,792	5,479,173	494	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	11	2.2%	0.5%	0.3%	11	2.2%	0.5%	0.5%
Pre-Kindergarten	39	7.9%	4.6%	4.5%	39	7.9%	4.6%	4.5%
Kindergarten	86	17.4%	6.2%	7.0%	86	17.4%	6.2%	7.0%
Grade 1	91	18.4%	7.0%	7.1%	91	18.4%	7.0%	7.1%
Grade 2	83	16.8%	6.8%	7.1%	83	16.8%	6.8%	7.1%
Grade 3	99	20.0%	7.0%	7.1%	99	20.0%	7.0%	7.1%
Grade 4	85	17.2%	7.1%	7.3%	85	17.2%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	126	25.5%	7.4%	12.6%	126	25.5%	7.4%	12.6%
Hispanic	314	63.6%	83.3%	52.8%	314	63.6%	83.3%	52.8%
White	25	5.1%	5.5%	27.0%	25	5.1%	5.5%	27.0%
American Indian	2	0.4%	0.1%	0.4%	2	0.4%	0.1%	0.4%
Asian	20	4.0%	3.0%	4.6%	20	4.0%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	7	1.4%	0.6%	2.5%	7	1.4%	0.7%	2.5%
Sex:								
Female	267	54.0%	48.4%	48.8%	267	54.0%	48.4%	48.8%
Male	227	46.0%	51.6%	51.2%	227	46.0%	51.6%	51.2%
Economically Disadvantaged	401	81.2%	78.8%	60.3%	401	81.2%	78.7%	60.2%
Non-Educationally Disadvantaged	93	18.8%	21.2%	39.7%	93	18.8%	21.3%	39.8%
Section 504 Students	14	2.8%	5.7%	6.9%	14	2.8%	5.7%	6.9%
English Learners (EL)	124	25.1%	29.0%	20.3%	124	25.1%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	15	3.0%	4.3%	4.1%	15	3.0%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	4	0.8%	1.2%	1.4%	4	0.8%	1.2%	1.4%
Immigrant	12	2.4%	2.8%	2.3%	12	2.4%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	494	100.0%	69.1%	65.1%	494	100.0%	69.1%	65.1%
Military Connected	2	0.4%	0.1%	1.9%	2	0.4%	0.1%	1.9%
At-Risk	249	50.4%	58.9%	50.6%	249	50.4%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: MEADOR ELEMENTARY
 Campus Number: 101917111

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 494
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	108	21.9%	27.4%	20.6%	108	21.9%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	8	1.6%	5.4%	8.1%	8	1.6%	5.4%	8.1%
Special Education	56	11.3%	11.4%	10.5%	56	11.3%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	56							
By Type of Primary Disability								
Students with Intellectual Disabilities	11	19.6%	44.3%	42.4%				
Students with Physical Disabilities	17	30.4%	17.5%	21.4%				
Students with Autism	15	26.8%	20.6%	13.8%				
Students with Behavioral Disabilities	7	12.5%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	6	10.7%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	130	26.9%	16.3%	15.3%				
By Ethnicity:								
African American	59	12.2%						
Hispanic	59	12.2%						
White	6	1.2%						
American Indian	0	0.0%						
Asian	5	1.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	175	37.5%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.3%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	12.2%	8.7%	2.9%	25.0%	7.5%	4.9%
Grade 2	7.3%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	4.9%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	3.6%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: MEADOR ELEMENTARY
 Campus Number: 101917111

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 494
 Grade Span: EE - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.0	17.5	19.0
Grade 1	18.5	18.4	18.9
Grade 2	15.0	17.9	18.8
Grade 3	20.5	16.8	19.0
Grade 4	17.8	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
Campus Name: MEADOR ELEMENTARY
Campus Number: 101917111

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 494
Grade Span: EE - 04
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	57.6	100.0%	100.0%	100.0%
Professional Staff:	44.6	77.5%	58.1%	63.7%
Teachers	36.4	63.3%	44.9%	49.4%
Professional Support	6.2	10.7%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	3.5%	2.3%	3.0%
Educational Aides:	13.0	22.5%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	28.3	49.2%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.1	8.5%	9.9%	10.8%
Hispanic	14.0	38.4%	36.6%	28.1%
White	19.3	53.1%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	3.0	8.2%	24.5%	23.8%
Females	33.4	91.8%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	32.0	87.8%	75.8%	73.4%
Masters	4.4	12.2%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.5%	5.6%	7.4%
1-5 Years Experience	5.4	14.9%	32.5%	27.9%
6-10 Years Experience	9.0	24.7%	22.4%	19.4%
11-20 Years Experience	16.0	43.9%	27.9%	29.4%
Over 20 Years Experience	4.0	11.0%	11.6%	15.9%
Number of Students per Teacher	13.6	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: MEADOR ELEMENTARY
 Campus Number: 101917111

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 494
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	7.8	6.2
Average Years Experience of Principals with District	8.0	7.5	5.3
Average Years Experience of Assistant Principals	14.0	6.9	5.3
Average Years Experience of Assistant Principals with District	5.0	6.6	4.7
Average Years Experience of Teachers:	11.3	9.9	11.1
Average Years Experience of Teachers with District:	8.7	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$59,253	\$55,037	\$49,868
1-5 Years Experience	\$58,004	\$57,238	\$52,823
6-10 Years Experience	\$60,230	\$60,106	\$55,756
11-20 Years Experience	\$53,427	\$60,422	\$59,308
Over 20 Years Experience	\$61,174	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$56,960	\$59,499	\$57,091
Professional Support	\$66,327	\$73,749	\$67,352
Campus Administration (School Leadership)	\$102,117	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: MEADOR ELEMENTARY
 Campus Number: 101917111

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 494
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	5.8	16.0%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	27.8	76.2%	64.1%	70.9%
Special Education	2.8	7.8%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **PARKS EL**

Campus Number: **101917112**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: PARKS EL
 Campus Number: 101917112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 459
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: PARKS EL
 Campus Number: 101917112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 459
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: PARKS EL
 Campus Number: 101917112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 459
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

District Name: PASADENA ISD
 Campus Name: PARKS EL
 Campus Number: 101917112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 459
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 459
 Grade Span: PK - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	0%	0%	-	0%	-	-	-	-	-	-	0%	0%
	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 455
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 459
 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													
2018-19	95.4%	94.4%	95.3%	94.1%	95.4%	95.3%	-	*	-	*	92.7%	95.4%	97.1%
2017-18	95.4%	94.2%	95.0%	93.2%	95.3%	92.9%	*	-	-	*	93.4%	94.9%	96.5%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: PARKS EL
 Campus Number: 101917112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 459
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: PARKS EL
 Campus Number: 101917112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 459
 Grade Span: PK - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: PARKS EL
 Campus Number: 101917112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 459
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: PARKS EL
 Campus Number: 101917112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 459
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: PARKS EL
 Campus Number: 101917112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 459
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: PARKS EL
 Campus Number: 101917112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 459
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: PARKS EL
 Campus Number: 101917112

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 459
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: PARKS EL
 Campus Number: 101917112

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 459
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	459	100.0%	52,792	5,479,173	459	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	64	13.9%	4.6%	4.5%	64	13.9%	4.6%	4.5%
Kindergarten	74	16.1%	6.2%	7.0%	74	16.1%	6.2%	7.0%
Grade 1	74	16.1%	7.0%	7.1%	74	16.1%	7.0%	7.1%
Grade 2	89	19.4%	6.8%	7.1%	89	19.4%	6.8%	7.1%
Grade 3	78	17.0%	7.0%	7.1%	78	17.0%	7.0%	7.1%
Grade 4	80	17.4%	7.1%	7.3%	80	17.4%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	38	8.3%	7.4%	12.6%	38	8.3%	7.4%	12.6%
Hispanic	383	83.4%	83.3%	52.8%	383	83.4%	83.3%	52.8%
White	31	6.8%	5.5%	27.0%	31	6.8%	5.5%	27.0%
American Indian	1	0.2%	0.1%	0.4%	1	0.2%	0.1%	0.4%
Asian	1	0.2%	3.0%	4.6%	1	0.2%	3.0%	4.6%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	4	0.9%	0.6%	2.5%	4	0.9%	0.7%	2.5%
Sex:								
Female	218	47.5%	48.4%	48.8%	218	47.5%	48.4%	48.8%
Male	241	52.5%	51.6%	51.2%	241	52.5%	51.6%	51.2%
Economically Disadvantaged	407	88.7%	78.8%	60.3%	407	88.7%	78.7%	60.2%
Non-Educationally Disadvantaged	52	11.3%	21.2%	39.7%	52	11.3%	21.3%	39.8%
Section 504 Students	14	3.1%	5.7%	6.9%	14	3.1%	5.7%	6.9%
English Learners (EL)	156	34.0%	29.0%	20.3%	156	34.0%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	6	1.3%	4.3%	4.1%	6	1.3%	4.3%	4.1%
Foster Care	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Homeless	4	0.9%	1.2%	1.4%	4	0.9%	1.2%	1.4%
Immigrant	10	2.2%	2.8%	2.3%	10	2.2%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	459	100.0%	69.1%	65.1%	459	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	301	65.6%	58.9%	50.6%	301	65.6%	58.9%	50.5%

District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 459
Grade Span: PK - 04
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	136	29.6%	27.4%	20.6%	136	29.6%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	33	7.2%	5.4%	8.1%	33	7.2%	5.4%	8.1%
Special Education	77	16.8%	11.4%	10.5%	77	16.8%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	77							
By Type of Primary Disability								
Students with Intellectual Disabilities	20	26.0%	44.3%	42.4%				
Students with Physical Disabilities	34	44.2%	17.5%	21.4%				
Students with Autism	14	18.2%	20.6%	13.8%				
Students with Behavioral Disabilities	9	11.7%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	78	21.0%	16.3%	15.3%				
By Ethnicity:								
African American	21	5.7%						
Hispanic	50	13.5%						
White	5	1.3%						
American Indian	0	0.0%						
Asian	1	0.3%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	103	27.2%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	2.6%	8.7%	2.9%	0.0%	7.5%	4.9%
Grade 2	0.0%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	2.9%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: PARKS EL
 Campus Number: 101917112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 459
 Grade Span: PK - 04
 School Type: Elementary

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.3	17.5	19.0
Grade 1	17.7	18.4	18.9
Grade 2	18.7	17.9	18.8
Grade 3	16.6	16.8	19.0
Grade 4	17.0	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: PARKS EL
 Campus Number: 101917112

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 459
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	59.4	100.0%	100.0%	100.0%
Professional Staff:	45.2	76.1%	58.1%	63.7%
Teachers	34.4	57.9%	44.9%	49.4%
Professional Support	8.8	14.9%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	3.4%	2.3%	3.0%
Educational Aides:	14.2	23.9%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	44.3	74.5%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	5.0	14.5%	9.9%	10.8%
Hispanic	15.9	46.2%	36.6%	28.1%
White	10.5	30.6%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.9%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	2.0	5.8%	1.0%	1.1%
Males	6.1	17.8%	24.5%	23.8%
Females	28.3	82.2%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	23.4	68.0%	75.8%	73.4%
Masters	11.0	32.0%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	5.6%	7.4%
1-5 Years Experience	8.9	25.9%	32.5%	27.9%
6-10 Years Experience	6.4	18.6%	22.4%	19.4%
11-20 Years Experience	14.1	40.9%	27.9%	29.4%
Over 20 Years Experience	5.0	14.5%	11.6%	15.9%
Number of Students per Teacher	13.3	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: PARKS EL
 Campus Number: 101917112

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 459
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	7.8	6.2
Average Years Experience of Principals with District	13.0	7.5	5.3
Average Years Experience of Assistant Principals	14.0	6.9	5.3
Average Years Experience of Assistant Principals with District	14.0	6.6	4.7
Average Years Experience of Teachers:	11.9	9.9	11.1
Average Years Experience of Teachers with District:	7.1	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,037	\$49,868
1-5 Years Experience	\$58,049	\$57,238	\$52,823
6-10 Years Experience	\$60,350	\$60,106	\$55,756
11-20 Years Experience	\$61,794	\$60,422	\$59,308
Over 20 Years Experience	\$57,613	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,946	\$59,499	\$57,091
Professional Support	\$67,191	\$73,749	\$67,352
Campus Administration (School Leadership)	\$104,897	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: PARKS EL
 Campus Number: 101917112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 459
 Grade Span: PK - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	9.8	28.6%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	21.9	63.8%	64.1%	70.9%
Special Education	2.6	7.7%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **POMEROY EL**

Campus Number: **101917113**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: POMEROY EL
 Campus Number: 101917113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 855
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

				African		American				Pacific	Two or	Special	Special	Continu-	Non-		(Current		
				State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	(Current)	(Former)	ously	Continu-	Econ	&
																Enrolled	ously	Disadv	Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																			
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%		

District Name: PASADENA ISD
 Campus Name: POMEROY EL
 Campus Number: 101917113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 855
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: POMEROY EL
 Campus Number: 101917113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 855
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

District Name: PASADENA ISD
 Campus Name: POMEROY EL
 Campus Number: 101917113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 855
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

District Name: PASADENA ISD
 Campus Name: POMEROY EL
 Campus Number: 101917113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 855
 Grade Span: EE - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

District Name: PASADENA ISD
 Campus Name: POMEROY EL
 Campus Number: 101917113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 878
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 855
 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													
2018-19	95.4%	94.4%	96.3%	93.3%	96.4%	97.2%	-	-	-	*	96.2%	96.2%	97.0%
2017-18	95.4%	94.2%	96.6%	94.6%	96.7%	97.9%	-	*	-	*	96.5%	96.6%	97.2%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: POMEROY EL
 Campus Number: 101917113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 855
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: POMEROY EL
 Campus Number: 101917113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 855
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: POMEROY EL
 Campus Number: 101917113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 855
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: POMEROY EL
 Campus Number: 101917113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 855
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: POMEROY EL
Campus Number: 101917113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 855
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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: POMEROY EL
 Campus Number: 101917113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 855
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: POMEROY EL
 Campus Number: 101917113

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 855
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: POMEROY EL
 Campus Number: 101917113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 855
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	855	100.0%	52,792	5,479,173	856	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	15	1.8%	0.5%	0.3%	16	1.9%	0.5%	0.5%
Pre-Kindergarten	87	10.2%	4.6%	4.5%	87	10.2%	4.6%	4.5%
Kindergarten	139	16.3%	6.2%	7.0%	139	16.2%	6.2%	7.0%
Grade 1	160	18.7%	7.0%	7.1%	160	18.7%	7.0%	7.1%
Grade 2	141	16.5%	6.8%	7.1%	141	16.5%	6.8%	7.1%
Grade 3	151	17.7%	7.0%	7.1%	151	17.6%	7.0%	7.1%
Grade 4	162	18.9%	7.1%	7.3%	162	18.9%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	24	2.8%	7.4%	12.6%	24	2.8%	7.4%	12.6%
Hispanic	811	94.9%	83.3%	52.8%	812	94.9%	83.3%	52.8%
White	19	2.2%	5.5%	27.0%	19	2.2%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.6%	0	0.0%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	1	0.1%	0.6%	2.5%	1	0.1%	0.7%	2.5%
Sex:								
Female	416	48.7%	48.4%	48.8%	416	48.6%	48.4%	48.8%
Male	439	51.3%	51.6%	51.2%	440	51.4%	51.6%	51.2%
Economically Disadvantaged	718	84.0%	78.8%	60.3%	719	84.0%	78.7%	60.2%
Non-Educationally Disadvantaged	137	16.0%	21.2%	39.7%	137	16.0%	21.3%	39.8%
Section 504 Students	34	4.0%	5.7%	6.9%	34	4.0%	5.7%	6.9%
English Learners (EL)	536	62.7%	29.0%	20.3%	536	62.6%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	32	3.7%	4.3%	4.1%	32	3.7%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	11	1.3%	1.2%	1.4%	11	1.3%	1.2%	1.4%
Immigrant	40	4.7%	2.8%	2.3%	40	4.7%	2.8%	2.3%
Migrant	5	0.6%	0.2%	0.3%	5	0.6%	0.2%	0.3%
Title I	855	100.0%	69.1%	65.1%	856	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	680	79.5%	58.9%	50.6%	680	79.4%	58.9%	50.5%

District Name: PASADENA ISD
Campus Name: POMEROY EL
Campus Number: 101917113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 855
Grade Span: EE - 04
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	567	66.3%	27.4%	20.6%	567	66.2%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	38	4.4%	5.4%	8.1%	38	4.4%	5.4%	8.1%
Special Education	92	10.8%	11.4%	10.5%	93	10.9%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	92							
By Type of Primary Disability								
Students with Intellectual Disabilities	28	30.4%	44.3%	42.4%				
Students with Physical Disabilities	30	32.6%	17.5%	21.4%				
Students with Autism	22	23.9%	20.6%	13.8%				
Students with Behavioral Disabilities	**	**	16.2%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	102	15.3%	16.3%	15.3%				
By Ethnicity:								
African American	3	0.4%						
Hispanic	95	14.2%						
White	3	0.4%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.1%						
Student Attrition (2018-19):								
Total Student Attrition	150	20.6%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	4.0%	8.7%	2.9%	0.0%	7.5%	4.9%
Grade 2	5.6%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	3.4%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: POMEROY EL
 Campus Number: 101917113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 855
 Grade Span: EE - 04
 School Type: Elementary

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.5	17.5	19.0
Grade 1	17.1	18.4	18.9
Grade 2	17.7	17.9	18.8
Grade 3	15.7	16.8	19.0
Grade 4	18.3	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
Campus Name: POMEROY EL
Campus Number: 101917113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 855
Grade Span: EE - 04
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	88.3	100.0%	100.0%	100.0%
Professional Staff:	69.5	78.7%	58.1%	63.7%
Teachers	57.9	65.5%	44.9%	49.4%
Professional Support	9.0	10.2%	9.8%	10.2%
Campus Administration (School Leadership)	2.7	3.0%	2.3%	3.0%
Educational Aides:	18.8	21.3%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	74.8	84.7%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	9.9%	10.8%
Hispanic	46.5	80.4%	36.6%	28.1%
White	11.3	19.6%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	7.0	12.1%	24.5%	23.8%
Females	50.9	87.9%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	44.3	76.5%	75.8%	73.4%
Masters	13.6	23.5%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.2	7.2%	5.6%	7.4%
1-5 Years Experience	10.1	17.4%	32.5%	27.9%
6-10 Years Experience	22.2	38.4%	22.4%	19.4%
11-20 Years Experience	14.4	24.8%	27.9%	29.4%
Over 20 Years Experience	7.0	12.1%	11.6%	15.9%
Number of Students per Teacher	14.8	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: POMEROY EL
 Campus Number: 101917113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 855
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	7.8	6.2
Average Years Experience of Principals with District	8.0	7.5	5.3
Average Years Experience of Assistant Principals	9.5	6.9	5.3
Average Years Experience of Assistant Principals with District	9.5	6.6	4.7
Average Years Experience of Teachers:	10.3	9.9	11.1
Average Years Experience of Teachers with District:	7.6	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,332	\$55,037	\$49,868
1-5 Years Experience	\$56,483	\$57,238	\$52,823
6-10 Years Experience	\$59,570	\$60,106	\$55,756
11-20 Years Experience	\$58,683	\$60,422	\$59,308
Over 20 Years Experience	\$63,970	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,965	\$59,499	\$57,091
Professional Support	\$64,004	\$73,749	\$67,352
Campus Administration (School Leadership)	\$99,519	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: POMEROY EL
 Campus Number: 101917113

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 855
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	24.6	42.5%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	29.9	51.6%	64.1%	70.9%
Special Education	3.4	5.9%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **RED BLUFF EL**

Campus Number: **101917114**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: RED BLUFF EL
 Campus Number: 101917114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 505
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

					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%	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%

District Name: PASADENA ISD
 Campus Name: RED BLUFF EL
 Campus Number: 101917114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 505
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: RED BLUFF EL
 Campus Number: 101917114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 505
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 505
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 505
 Grade Span: PK - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	-	*	-	-	-	-	-	-	*	*

District Name: PASADENA ISD
 Campus Name: RED BLUFF EL
 Campus Number: 101917114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 502
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 505
 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													
2018-19	95.4%	94.4%	96.4%	*	96.5%	94.9%	-	-	-	*	95.6%	96.4%	96.8%
2017-18	95.4%	94.2%	96.3%	*	96.3%	94.8%	-	-	-	-	95.8%	96.4%	96.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: RED BLUFF EL
 Campus Number: 101917114

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 505
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 505
 Grade Span: PK - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 505
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 505
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: RED BLUFF EL
 Campus Number: 101917114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 505
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 505
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: RED BLUFF EL
 Campus Number: 101917114

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 505
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: RED BLUFF EL
 Campus Number: 101917114

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 505
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	505	100.0%	52,792	5,479,173	505	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	66	13.1%	4.6%	4.5%	66	13.1%	4.6%	4.5%
Kindergarten	82	16.2%	6.2%	7.0%	82	16.2%	6.2%	7.0%
Grade 1	85	16.8%	7.0%	7.1%	85	16.8%	7.0%	7.1%
Grade 2	93	18.4%	6.8%	7.1%	93	18.4%	6.8%	7.1%
Grade 3	96	19.0%	7.0%	7.1%	96	19.0%	7.0%	7.1%
Grade 4	83	16.4%	7.1%	7.3%	83	16.4%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	9	1.8%	7.4%	12.6%	9	1.8%	7.4%	12.6%
Hispanic	477	94.5%	83.3%	52.8%	477	94.5%	83.3%	52.8%
White	18	3.6%	5.5%	27.0%	18	3.6%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.6%	0	0.0%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	1	0.2%	0.6%	2.5%	1	0.2%	0.7%	2.5%
Sex:								
Female	239	47.3%	48.4%	48.8%	239	47.3%	48.4%	48.8%
Male	266	52.7%	51.6%	51.2%	266	52.7%	51.6%	51.2%
Economically Disadvantaged	446	88.3%	78.8%	60.3%	446	88.3%	78.7%	60.2%
Non-Educationally Disadvantaged	59	11.7%	21.2%	39.7%	59	11.7%	21.3%	39.8%
Section 504 Students	15	3.0%	5.7%	6.9%	15	3.0%	5.7%	6.9%
English Learners (EL)	197	39.0%	29.0%	20.3%	197	39.0%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	20	4.0%	4.3%	4.1%	20	4.0%	4.3%	4.1%
Foster Care	3	0.6%	0.1%	0.3%	3	0.6%	0.1%	0.3%
Homeless	10	2.0%	1.2%	1.4%	10	2.0%	1.2%	1.4%
Immigrant	11	2.2%	2.8%	2.3%	11	2.2%	2.8%	2.3%
Migrant	2	0.4%	0.2%	0.3%	2	0.4%	0.2%	0.3%
Title I	505	100.0%	69.1%	65.1%	505	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	332	65.7%	58.9%	50.6%	332	65.7%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: RED BLUFF EL
 Campus Number: 101917114

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 505
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	174	34.5%	27.4%	20.6%	174	34.5%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	16	3.2%	5.4%	8.1%	16	3.2%	5.4%	8.1%
Special Education	62	12.3%	11.4%	10.5%	62	12.3%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	62							
By Type of Primary Disability								
Students with Intellectual Disabilities	23	37.1%	44.3%	42.4%				
Students with Physical Disabilities	24	38.7%	17.5%	21.4%				
Students with Autism	**	**	20.6%	13.8%				
Students with Behavioral Disabilities	*	*	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	54	13.7%	16.3%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	49	12.4%						
White	4	1.0%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	73	17.9%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.6%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	18.5%	8.7%	2.9%	5.6%	7.5%	4.9%
Grade 2	6.3%	5.6%	1.6%	6.7%	2.6%	2.0%
Grade 3	0.0%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: RED BLUFF EL
 Campus Number: 101917114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 505
 Grade Span: PK - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.3	17.5	19.0
Grade 1	18.7	18.4	18.9
Grade 2	21.0	17.9	18.8
Grade 3	15.0	16.8	19.0
Grade 4	19.0	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 505
Grade Span: PK - 04
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	61.3	100.0%	100.0%	100.0%
Professional Staff:	44.3	72.2%	58.1%	63.7%
Teachers	36.1	58.9%	44.9%	49.4%
Professional Support	6.1	10.0%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	3.3%	2.3%	3.0%
Educational Aides:	17.0	27.8%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	39.1	63.8%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	4.0	11.0%	9.9%	10.8%
Hispanic	15.0	41.5%	36.6%	28.1%
White	17.2	47.5%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	5.1	14.0%	24.5%	23.8%
Females	31.1	86.0%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	31.0	85.9%	75.8%	73.4%
Masters	4.1	11.3%	22.4%	24.5%
Doctorate	1.0	2.8%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.0	11.0%	5.6%	7.4%
1-5 Years Experience	12.0	33.2%	32.5%	27.9%
6-10 Years Experience	1.1	3.1%	22.4%	19.4%
11-20 Years Experience	11.1	30.6%	27.9%	29.4%
Over 20 Years Experience	8.0	22.1%	11.6%	15.9%
Number of Students per Teacher	14.0	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: RED BLUFF EL
 Campus Number: 101917114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 505
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	7.8	6.2
Average Years Experience of Principals with District	10.0	7.5	5.3
Average Years Experience of Assistant Principals	5.0	6.9	5.3
Average Years Experience of Assistant Principals with District	5.0	6.6	4.7
Average Years Experience of Teachers:	11.5	9.9	11.1
Average Years Experience of Teachers with District:	10.7	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,985	\$55,037	\$49,868
1-5 Years Experience	\$57,272	\$57,238	\$52,823
6-10 Years Experience	\$59,645	\$60,106	\$55,756
11-20 Years Experience	\$55,394	\$60,422	\$59,308
Over 20 Years Experience	\$67,475	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,882	\$59,499	\$57,091
Professional Support	\$64,725	\$73,749	\$67,352
Campus Administration (School Leadership)	\$99,737	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: RED BLUFF EL
 Campus Number: 101917114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 505
 Grade Span: PK - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	11.9	32.9%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	21.6	59.7%	64.1%	70.9%
Special Education	2.7	7.4%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **RICHEY EL**

Campus Number: **101917115**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: RICHEY EL
 Campus Number: 101917115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 636
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

				African			American			Pacific	Two or	Special	Special	Continu-	Non-		(Current		
				State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	(Current)	(Former)	ously	Continu-	Econ	&
																ously	ously	Disadv	Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																			
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%		

District Name: PASADENA ISD
 Campus Name: RICHEY EL
 Campus Number: 101917115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 636
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: RICHEY EL
 Campus Number: 101917115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 636
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

District Name: PASADENA ISD
 Campus Name: RICHEY EL
 Campus Number: 101917115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 636
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*

District Name: PASADENA ISD
 Campus Name: RICHEY EL
 Campus Number: 101917115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 636
 Grade Span: EE - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 667
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 636
 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													
2018-19	95.4%	94.4%	96.4%	93.4%	96.6%	95.3%	*	*	-	-	95.4%	96.4%	97.0%
2017-18	95.4%	94.2%	96.3%	94.1%	96.4%	96.0%	*	*	-	-	95.2%	96.3%	97.3%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: RICHEY EL
 Campus Number: 101917115

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 636
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: RICHEY EL
 Campus Number: 101917115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 636
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: RICHEY EL
 Campus Number: 101917115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 636
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: RICHEY EL
 Campus Number: 101917115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 636
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: RICHEY EL
 Campus Number: 101917115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 636
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: RICHEY EL
 Campus Number: 101917115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 636
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: RICHEY EL
 Campus Number: 101917115

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 636
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: RICHEY EL
Campus Number: 101917115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 636
Grade Span: EE - 04
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	636	100.0%	52,792	5,479,173	637	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	9	1.4%	0.5%	0.3%	10	1.6%	0.5%	0.5%
Pre-Kindergarten	82	12.9%	4.6%	4.5%	82	12.9%	4.6%	4.5%
Kindergarten	101	15.9%	6.2%	7.0%	101	15.9%	6.2%	7.0%
Grade 1	110	17.3%	7.0%	7.1%	110	17.3%	7.0%	7.1%
Grade 2	110	17.3%	6.8%	7.1%	110	17.3%	6.8%	7.1%
Grade 3	108	17.0%	7.0%	7.1%	108	17.0%	7.0%	7.1%
Grade 4	116	18.2%	7.1%	7.3%	116	18.2%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	14	2.2%	7.4%	12.6%	14	2.2%	7.4%	12.6%
Hispanic	607	95.4%	83.3%	52.8%	608	95.4%	83.3%	52.8%
White	14	2.2%	5.5%	27.0%	14	2.2%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	1	0.2%	3.0%	4.6%	1	0.2%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	0.6%	2.5%	0	0.0%	0.7%	2.5%
Sex:								
Female	321	50.5%	48.4%	48.8%	321	50.4%	48.4%	48.8%
Male	315	49.5%	51.6%	51.2%	316	49.6%	51.6%	51.2%
Economically Disadvantaged	571	89.8%	78.8%	60.3%	572	89.8%	78.7%	60.2%
Non-Educationally Disadvantaged	65	10.2%	21.2%	39.7%	65	10.2%	21.3%	39.8%
Section 504 Students	18	2.8%	5.7%	6.9%	18	2.8%	5.7%	6.9%
English Learners (EL)	388	61.0%	29.0%	20.3%	388	60.9%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	23	3.6%	4.3%	4.1%	23	3.6%	4.3%	4.1%
Foster Care	2	0.3%	0.1%	0.3%	2	0.3%	0.1%	0.3%
Homeless	6	0.9%	1.2%	1.4%	6	0.9%	1.2%	1.4%
Immigrant	44	6.9%	2.8%	2.3%	44	6.9%	2.8%	2.3%
Migrant	2	0.3%	0.2%	0.3%	2	0.3%	0.2%	0.3%
Title I	636	100.0%	69.1%	65.1%	637	100.0%	69.1%	65.1%
Military Connected	1	0.2%	0.1%	1.9%	1	0.2%	0.1%	1.9%
At-Risk	484	76.1%	58.9%	50.6%	484	76.0%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: RICHEY EL
 Campus Number: 101917115

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 636
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	378	59.4%	27.4%	20.6%	378	59.3%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	26	4.1%	5.4%	8.1%	26	4.1%	5.4%	8.1%
Special Education	58	9.1%	11.4%	10.5%	59	9.3%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	58							
By Type of Primary Disability								
Students with Intellectual Disabilities	26	44.8%	44.3%	42.4%				
Students with Physical Disabilities	10	17.2%	17.5%	21.4%				
Students with Autism	**	**	20.6%	13.8%				
Students with Behavioral Disabilities	11	19.0%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	98	17.9%	16.3%	15.3%				
By Ethnicity:								
African American	7	1.3%						
Hispanic	82	15.0%						
White	7	1.3%						
American Indian	2	0.4%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	125	23.1%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.1%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	5.7%	8.7%	2.9%	16.7%	7.5%	4.9%
Grade 2	15.3%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	15.7%	2.9%	0.9%	5.6%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: RICHEY EL
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 636
 Grade Span: EE - 04
 School Type: Elementary

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	23.5	17.5	19.0
Grade 1	18.5	18.4	18.9
Grade 2	13.7	17.9	18.8
Grade 3	15.6	16.8	19.0
Grade 4	12.5	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: RICHEY EL
 Campus Number: 101917115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 636
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	74.3	100.0%	100.0%	100.0%
Professional Staff:	56.5	76.0%	58.1%	63.7%
Teachers	46.0	61.9%	44.9%	49.4%
Professional Support	8.5	11.5%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	2.7%	2.3%	3.0%
Educational Aides:	17.8	24.0%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	60.0	80.8%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	9.9%	10.8%
Hispanic	34.0	73.9%	36.6%	28.1%
White	10.0	21.8%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	4.3%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	5.0	10.9%	24.5%	23.8%
Females	41.0	89.1%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	42.0	91.3%	75.8%	73.4%
Masters	4.0	8.7%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	6.5%	5.6%	7.4%
1-5 Years Experience	16.0	34.8%	32.5%	27.9%
6-10 Years Experience	10.0	21.7%	22.4%	19.4%
11-20 Years Experience	10.0	21.8%	27.9%	29.4%
Over 20 Years Experience	7.0	15.2%	11.6%	15.9%
Number of Students per Teacher	13.8	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: RICHEY EL
 Campus Number: 101917115

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 636
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	7.8	6.2
Average Years Experience of Principals with District	9.0	7.5	5.3
Average Years Experience of Assistant Principals	5.0	6.9	5.3
Average Years Experience of Assistant Principals with District	5.0	6.6	4.7
Average Years Experience of Teachers:	10.1	9.9	11.1
Average Years Experience of Teachers with District:	9.0	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,739	\$55,037	\$49,868
1-5 Years Experience	\$57,144	\$57,238	\$52,823
6-10 Years Experience	\$57,871	\$60,106	\$55,756
11-20 Years Experience	\$58,009	\$60,422	\$59,308
Over 20 Years Experience	\$62,210	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,169	\$59,499	\$57,091
Professional Support	\$64,514	\$73,749	\$67,352
Campus Administration (School Leadership)	\$98,357	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: RICHEY EL
 Campus Number: 101917115

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 636
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	23.8	51.6%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	17.7	38.5%	64.1%	70.9%
Special Education	4.5	9.8%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **L F SMITH ELEMENTARY**

Campus Number: **101917116**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: L F SMITH ELEMENTARY
 Campus Number: 101917116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 670
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

				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)
State	District	Campus														
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%

District Name: PASADENA ISD
 Campus Name: L F SMITH ELEMENTARY
 Campus Number: 101917116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 670
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: L F SMITH ELEMENTARY
 Campus Number: 101917116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 670
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 670
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

District Name: PASADENA ISD
 Campus Name: L F SMITH ELEMENTARY
 Campus Number: 101917116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 670
 Grade Span: EE - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

District Name: PASADENA ISD
 Campus Name: L F SMITH ELEMENTARY
 Campus Number: 101917116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 685
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 670
 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													
2018-19	95.4%	94.4%	96.0%	*	96.0%	93.8%	-	-	-	-	95.2%	95.9%	96.6%
2017-18	95.4%	94.2%	96.5%	*	96.6%	94.8%	-	-	-	-	96.0%	96.4%	96.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: L F SMITH ELEMENTARY
 Campus Number: 101917116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 670
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: L F SMITH ELEMENTARY
 Campus Number: 101917116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 670
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: L F SMITH ELEMENTARY
 Campus Number: 101917116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 670
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: L F SMITH ELEMENTARY
 Campus Number: 101917116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 670
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: L F SMITH ELEMENTARY
 Campus Number: 101917116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 670
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: L F SMITH ELEMENTARY
 Campus Number: 101917116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 670
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: L F SMITH ELEMENTARY
 Campus Number: 101917116

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 670
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: L F SMITH ELEMENTARY
 Campus Number: 101917116

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 670
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	670	100.0%	52,792	5,479,173	670	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	37	5.5%	0.5%	0.3%	37	5.5%	0.5%	0.5%
Pre-Kindergarten	96	14.3%	4.6%	4.5%	96	14.3%	4.6%	4.5%
Kindergarten	98	14.6%	6.2%	7.0%	98	14.6%	6.2%	7.0%
Grade 1	118	17.6%	7.0%	7.1%	118	17.6%	7.0%	7.1%
Grade 2	122	18.2%	6.8%	7.1%	122	18.2%	6.8%	7.1%
Grade 3	98	14.6%	7.0%	7.1%	98	14.6%	7.0%	7.1%
Grade 4	101	15.1%	7.1%	7.3%	101	15.1%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	5	0.7%	7.4%	12.6%	5	0.7%	7.4%	12.6%
Hispanic	653	97.5%	83.3%	52.8%	653	97.5%	83.3%	52.8%
White	11	1.6%	5.5%	27.0%	11	1.6%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.6%	0	0.0%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	1	0.1%	0.6%	2.5%	1	0.1%	0.7%	2.5%
Sex:								
Female	346	51.6%	48.4%	48.8%	346	51.6%	48.4%	48.8%
Male	324	48.4%	51.6%	51.2%	324	48.4%	51.6%	51.2%
Economically Disadvantaged	605	90.3%	78.8%	60.3%	605	90.3%	78.7%	60.2%
Non-Educationally Disadvantaged	65	9.7%	21.2%	39.7%	65	9.7%	21.3%	39.8%
Section 504 Students	16	2.4%	5.7%	6.9%	16	2.4%	5.7%	6.9%
English Learners (EL)	348	51.9%	29.0%	20.3%	348	51.9%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	15	2.2%	4.3%	4.1%	15	2.2%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	4	0.6%	1.2%	1.4%	4	0.6%	1.2%	1.4%
Immigrant	28	4.2%	2.8%	2.3%	28	4.2%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	670	100.0%	69.1%	65.1%	670	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	438	65.4%	58.9%	50.6%	438	65.4%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: L F SMITH ELEMENTARY
 Campus Number: 101917116

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 670
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	331	49.4%	27.4%	20.6%	331	49.4%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	15	2.2%	5.4%	8.1%	15	2.2%	5.4%	8.1%
Special Education	91	13.6%	11.4%	10.5%	91	13.6%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	91							
By Type of Primary Disability								
Students with Intellectual Disabilities	19	20.9%	44.3%	42.4%				
Students with Physical Disabilities	51	56.0%	17.5%	21.4%				
Students with Autism	11	12.1%	20.6%	13.8%				
Students with Behavioral Disabilities	**	**	16.2%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	51	10.0%	16.3%	15.3%				
By Ethnicity:								
African American	3	0.6%						
Hispanic	46	9.1%						
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 Attrition (2018-19):								
Total Student Attrition	105	18.8%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	12.6%	8.7%	2.9%	14.3%	7.5%	4.9%
Grade 2	17.3%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	7.8%	2.9%	0.9%	9.1%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: L F SMITH ELEMENTARY
 Campus Number: 101917116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 670
 Grade Span: EE - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.0	17.5	19.0
Grade 1	17.3	18.4	18.9
Grade 2	20.0	17.9	18.8
Grade 3	15.9	16.8	19.0
Grade 4	17.3	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: L F SMITH ELEMENTARY
 Campus Number: 101917116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 670
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	71.6	100.0%	100.0%	100.0%
Professional Staff:	53.1	74.1%	58.1%	63.7%
Teachers	44.5	62.1%	44.9%	49.4%
Professional Support	6.6	9.2%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	2.8%	2.3%	3.0%
Educational Aides:	18.5	25.9%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	52.9	73.8%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	9.9%	10.8%
Hispanic	27.0	60.7%	36.6%	28.1%
White	15.5	34.8%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	4.5%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	3.0	6.7%	24.5%	23.8%
Females	41.5	93.3%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	38.1	85.8%	75.8%	73.4%
Masters	4.3	9.7%	22.4%	24.5%
Doctorate	2.0	4.5%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.5%	5.6%	7.4%
1-5 Years Experience	12.3	27.7%	32.5%	27.9%
6-10 Years Experience	8.0	18.0%	22.4%	19.4%
11-20 Years Experience	15.1	34.0%	27.9%	29.4%
Over 20 Years Experience	7.0	15.7%	11.6%	15.9%
Number of Students per Teacher	15.1	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: L F SMITH ELEMENTARY
 Campus Number: 101917116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 670
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	7.8	6.2
Average Years Experience of Principals with District	14.0	7.5	5.3
Average Years Experience of Assistant Principals	7.0	6.9	5.3
Average Years Experience of Assistant Principals with District	7.0	6.6	4.7
Average Years Experience of Teachers:	11.4	9.9	11.1
Average Years Experience of Teachers with District:	9.8	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,139	\$55,037	\$49,868
1-5 Years Experience	\$56,972	\$57,238	\$52,823
6-10 Years Experience	\$60,351	\$60,106	\$55,756
11-20 Years Experience	\$60,893	\$60,422	\$59,308
Over 20 Years Experience	\$62,392	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,730	\$59,499	\$57,091
Professional Support	\$67,595	\$73,749	\$67,352
Campus Administration (School Leadership)	\$101,127	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: L F SMITH ELEMENTARY
 Campus Number: 101917116

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 670
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	21.2	47.6%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	20.0	44.9%	64.1%	70.9%
Special Education	3.3	7.5%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MAE SMYTHE EL**

Campus Number: **101917117**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: MAE SMYTHE EL
 Campus Number: 101917117

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 774
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

District Name: PASADENA ISD
 Campus Name: MAE SMYTHE EL
 Campus Number: 101917117

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 774
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: MAE SMYTHE EL
 Campus Number: 101917117

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 774
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 774
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*

District Name: PASADENA ISD
 Campus Name: MAE SMYTHE EL
 Campus Number: 101917117

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 774
 Grade Span: PK - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Participation

Total Students: 781
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 774
 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													
2018-19	95.4%	94.4%	95.4%	94.7%	95.4%	93.7%	-	-	-	*	94.0%	95.3%	96.8%
2017-18	95.4%	94.2%	95.2%	93.5%	95.4%	93.1%	*	-	-	*	94.0%	95.3%	96.8%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MAE SMYTHE EL
 Campus Number: 101917117

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 774
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MAE SMYTHE EL
 Campus Number: 101917117

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 774
 Grade Span: PK - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: MAE SMYTHE EL
 Campus Number: 101917117

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 774
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: MAE SMYTHE EL
 Campus Number: 101917117

Texas Education Agency

Texas Academic Performance Report

2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 774
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MAE SMYTHE EL
 Campus Number: 101917117

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 774
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: MAE SMYTHE EL
 Campus Number: 101917117

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 774
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: MAE SMYTHE EL
 Campus Number: 101917117

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 774
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MAE SMYTHE EL
 Campus Number: 101917117

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 774
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	774	100.0%	52,792	5,479,173	776	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	2	0.3%	0.5%	0.5%
Pre-Kindergarten	86	11.1%	4.6%	4.5%	86	11.1%	4.6%	4.5%
Kindergarten	120	15.5%	6.2%	7.0%	120	15.5%	6.2%	7.0%
Grade 1	149	19.3%	7.0%	7.1%	149	19.2%	7.0%	7.1%
Grade 2	139	18.0%	6.8%	7.1%	139	17.9%	6.8%	7.1%
Grade 3	138	17.8%	7.0%	7.1%	138	17.8%	7.0%	7.1%
Grade 4	142	18.3%	7.1%	7.3%	142	18.3%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	33	4.3%	7.4%	12.6%	33	4.3%	7.4%	12.6%
Hispanic	695	89.8%	83.3%	52.8%	697	89.8%	83.3%	52.8%
White	45	5.8%	5.5%	27.0%	45	5.8%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.6%	0	0.0%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	1	0.1%	0.6%	2.5%	1	0.1%	0.7%	2.5%
Sex:								
Female	380	49.1%	48.4%	48.8%	381	49.1%	48.4%	48.8%
Male	394	50.9%	51.6%	51.2%	395	50.9%	51.6%	51.2%
Economically Disadvantaged	663	85.7%	78.8%	60.3%	664	85.6%	78.7%	60.2%
Non-Educationally Disadvantaged	111	14.3%	21.2%	39.7%	112	14.4%	21.3%	39.8%
Section 504 Students	36	4.7%	5.7%	6.9%	36	4.6%	5.7%	6.9%
English Learners (EL)	368	47.5%	29.0%	20.3%	368	47.4%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	24	3.1%	4.3%	4.1%	24	3.1%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	9	1.2%	1.2%	1.4%	9	1.2%	1.2%	1.4%
Immigrant	15	1.9%	2.8%	2.3%	15	1.9%	2.8%	2.3%
Migrant	2	0.3%	0.2%	0.3%	2	0.3%	0.2%	0.3%
Title I	774	100.0%	69.1%	65.1%	776	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	501	64.7%	58.9%	50.6%	501	64.6%	58.9%	50.5%

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 774
Grade Span: PK - 04
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	328	42.4%	27.4%	20.6%	328	42.3%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	22	2.8%	5.4%	8.1%	22	2.8%	5.4%	8.1%
Special Education	85	11.0%	11.4%	10.5%	87	11.2%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	85							
By Type of Primary Disability								
Students with Intellectual Disabilities	20	23.5%	44.3%	42.4%				
Students with Physical Disabilities	30	35.3%	17.5%	21.4%				
Students with Autism	19	22.4%	20.6%	13.8%				
Students with Behavioral Disabilities	**	**	16.2%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	88	14.5%	16.3%	15.3%				
By Ethnicity:								
African American	6	1.0%						
Hispanic	73	12.1%						
White	8	1.3%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	134	20.9%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	8.8%	8.7%	2.9%	11.5%	7.5%	4.9%
Grade 2	8.5%	5.6%	1.6%	6.3%	2.6%	2.0%
Grade 3	1.6%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 774
Grade Span: PK - 04
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.8	17.5	19.0
Grade 1	21.3	18.4	18.9
Grade 2	19.5	17.9	18.8
Grade 3	18.4	16.8	19.0
Grade 4	18.6	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 774
Grade Span: PK - 04
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	77.2	100.0%	100.0%	100.0%
Professional Staff:	61.3	79.3%	58.1%	63.7%
Teachers	50.5	65.3%	44.9%	49.4%
Professional Support	8.8	11.4%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	2.6%	2.3%	3.0%
Educational Aides:	16.0	20.7%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	56.8	73.5%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.0	5.9%	9.9%	10.8%
Hispanic	29.0	57.4%	36.6%	28.1%
White	15.5	30.7%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	3.0	5.9%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	9.1	18.1%	24.5%	23.8%
Females	41.3	81.9%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	40.2	79.7%	75.8%	73.4%
Masters	10.3	20.3%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.0	7.9%	5.6%	7.4%
1-5 Years Experience	19.1	37.8%	32.5%	27.9%
6-10 Years Experience	11.0	21.8%	22.4%	19.4%
11-20 Years Experience	13.1	26.0%	27.9%	29.4%
Over 20 Years Experience	3.3	6.4%	11.6%	15.9%
Number of Students per Teacher	15.3	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: MAE SMYTHE EL
 Campus Number: 101917117

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 774
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.8	6.2
Average Years Experience of Principals with District	3.0	7.5	5.3
Average Years Experience of Assistant Principals	3.0	6.9	5.3
Average Years Experience of Assistant Principals with District	3.0	6.6	4.7
Average Years Experience of Teachers:	7.7	9.9	11.1
Average Years Experience of Teachers with District:	6.4	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$51,879	\$55,037	\$49,868
1-5 Years Experience	\$57,555	\$57,238	\$52,823
6-10 Years Experience	\$59,743	\$60,106	\$55,756
11-20 Years Experience	\$56,212	\$60,422	\$59,308
Over 20 Years Experience	\$57,815	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$57,251	\$59,499	\$57,091
Professional Support	\$66,576	\$73,749	\$67,352
Campus Administration (School Leadership)	\$99,157	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: MAE SMYTHE EL
 Campus Number: 101917117

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 774
 Grade Span: PK - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	13.2	26.1%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	30.4	60.3%	64.1%	70.9%
Special Education	6.8	13.5%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SOUTH HOUSTON EL**

Campus Number: **101917118**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: SOUTH HOUSTON EL
 Campus Number: 101917118

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 559
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: SOUTH HOUSTON EL
 Campus Number: 101917118

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 559
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: SOUTH HOUSTON EL
 Campus Number: 101917118

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 559
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 559
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	*	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
 Campus Name: SOUTH HOUSTON EL
 Campus Number: 101917118

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 559
 Grade Span: PK - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Participation

Total Students: 576
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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%

District Name: PASADENA ISD
 Campus Name: SOUTH HOUSTON EL
 Campus Number: 101917118

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 559
 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													
2018-19	95.4%	94.4%	95.2%	88.3%	95.4%	92.4%	-	*	-	*	91.8%	95.2%	96.1%
2017-18	95.4%	94.2%	94.9%	92.6%	95.1%	89.2%	*	*	-	*	92.4%	94.8%	95.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: SOUTH HOUSTON EL
 Campus Number: 101917118

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 559
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: SOUTH HOUSTON EL
 Campus Number: 101917118

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 559
 Grade Span: PK - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: SOUTH HOUSTON EL
 Campus Number: 101917118

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 559
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 559
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
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Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 559
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
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Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 559
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	559	100.0%	52,792	5,479,173	559	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	68	12.2%	4.6%	4.5%	68	12.2%	4.6%	4.5%
Kindergarten	82	14.7%	6.2%	7.0%	82	14.7%	6.2%	7.0%
Grade 1	89	15.9%	7.0%	7.1%	89	15.9%	7.0%	7.1%
Grade 2	99	17.7%	6.8%	7.1%	99	17.7%	6.8%	7.1%
Grade 3	96	17.2%	7.0%	7.1%	96	17.2%	7.0%	7.1%
Grade 4	125	22.4%	7.1%	7.3%	125	22.4%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	8	1.4%	7.4%	12.6%	8	1.4%	7.4%	12.6%
Hispanic	539	96.4%	83.3%	52.8%	539	96.4%	83.3%	52.8%
White	10	1.8%	5.5%	27.0%	10	1.8%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.6%	0	0.0%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	2	0.4%	0.6%	2.5%	2	0.4%	0.7%	2.5%
Sex:								
Female	261	46.7%	48.4%	48.8%	261	46.7%	48.4%	48.8%
Male	298	53.3%	51.6%	51.2%	298	53.3%	51.6%	51.2%
Economically Disadvantaged	499	89.3%	78.8%	60.3%	499	89.3%	78.7%	60.2%
Non-Educationally Disadvantaged	60	10.7%	21.2%	39.7%	60	10.7%	21.3%	39.8%
Section 504 Students	27	4.8%	5.7%	6.9%	27	4.8%	5.7%	6.9%
English Learners (EL)	333	59.6%	29.0%	20.3%	333	59.6%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	29	5.2%	4.3%	4.1%	29	5.2%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	10	1.8%	1.2%	1.4%	10	1.8%	1.2%	1.4%
Immigrant	16	2.9%	2.8%	2.3%	16	2.9%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	559	100.0%	69.1%	65.1%	559	100.0%	69.1%	65.1%
Military Connected	1	0.2%	0.1%	1.9%	1	0.2%	0.1%	1.9%
At-Risk	441	78.9%	58.9%	50.6%	441	78.9%	58.9%	50.5%

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Texas Education Agency
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	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	303	54.2%	27.4%	20.6%	303	54.2%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	9	1.6%	5.4%	8.1%	9	1.6%	5.4%	8.1%
Special Education	60	10.7%	11.4%	10.5%	60	10.7%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	60							
By Type of Primary Disability								
Students with Intellectual Disabilities	31	51.7%	44.3%	42.4%				
Students with Physical Disabilities	24	40.0%	17.5%	21.4%				
Students with Autism	0	0.0%	20.6%	13.8%				
Students with Behavioral Disabilities	5	8.3%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	57	12.4%	16.3%	15.3%				
By Ethnicity:								
African American	3	0.7%						
Hispanic	52	11.3%						
White	1	0.2%						
American Indian	0	0.0%						
Asian	1	0.2%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	73	15.8%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	7.4%	8.7%	2.9%	5.6%	7.5%	4.9%
Grade 2	3.5%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	2.0%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

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<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.5	17.5	19.0
Grade 1	21.5	18.4	18.9
Grade 2	17.7	17.9	18.8
Grade 3	17.0	16.8	19.0
Grade 4	14.7	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 559
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Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	59.1	100.0%	100.0%	100.0%
Professional Staff:	45.7	77.3%	58.1%	63.7%
Teachers	36.3	61.5%	44.9%	49.4%
Professional Support	7.4	12.4%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	3.4%	2.3%	3.0%
Educational Aides:	13.4	22.7%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	46.6	78.8%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.8%	9.9%	10.8%
Hispanic	25.0	68.8%	36.6%	28.1%
White	9.3	25.6%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.8%	1.0%	1.1%
Males	3.0	8.3%	24.5%	23.8%
Females	33.3	91.7%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	27.3	75.1%	75.8%	73.4%
Masters	9.1	24.9%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.3	11.7%	5.6%	7.4%
1-5 Years Experience	11.0	30.3%	32.5%	27.9%
6-10 Years Experience	5.0	13.8%	22.4%	19.4%
11-20 Years Experience	9.1	25.0%	27.9%	29.4%
Over 20 Years Experience	7.0	19.3%	11.6%	15.9%
Number of Students per Teacher	15.4	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: SOUTH HOUSTON EL
 Campus Number: 101917118

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 559
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	7.8	6.2
Average Years Experience of Principals with District	6.0	7.5	5.3
Average Years Experience of Assistant Principals	6.0	6.9	5.3
Average Years Experience of Assistant Principals with District	6.0	6.6	4.7
Average Years Experience of Teachers:	9.8	9.9	11.1
Average Years Experience of Teachers with District:	7.8	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,624	\$55,037	\$49,868
1-5 Years Experience	\$57,157	\$57,238	\$52,823
6-10 Years Experience	\$60,767	\$60,106	\$55,756
11-20 Years Experience	\$58,163	\$60,422	\$59,308
Over 20 Years Experience	\$66,707	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,331	\$59,499	\$57,091
Professional Support	\$63,118	\$73,749	\$67,352
Campus Administration (School Leadership)	\$97,017	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: SOUTH HOUSTON EL
 Campus Number: 101917118

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 559
 Grade Span: PK - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	17.2	47.3%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	16.4	45.2%	64.1%	70.9%
Special Education	2.7	7.5%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SOUTH SHAVER EL**

Campus Number: **101917119**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: SOUTH SHAVER EL
 Campus Number: 101917119

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 649
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

				African			American				Two or	Special	Special	Continu-	Non-		(Current
	State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	Islander	More	Ed	Ed	ously	Continu-	Econ	&
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
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%

District Name: PASADENA ISD
 Campus Name: SOUTH SHAVER EL
 Campus Number: 101917119

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 649
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: SOUTH SHAVER EL
 Campus Number: 101917119

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 649
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 649
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
 Campus Name: SOUTH SHAVER EL
 Campus Number: 101917119

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 649
 Grade Span: EE - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	*	-	*	-	-	-	-	-	-	*	*

District Name: PASADENA ISD
 Campus Name: SOUTH SHAVER EL
 Campus Number: 101917119

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 673
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 649
 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													
2018-19	95.4%	94.4%	95.5%	92.2%	95.7%	89.6%	-	-	-	*	94.7%	95.4%	96.1%
2017-18	95.4%	94.2%	95.4%	*	95.5%	91.9%	*	-	-	-	94.6%	95.4%	96.4%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 649
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 649
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: SOUTH SHAVER EL
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 649
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 649
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: SOUTH SHAVER EL
 Campus Number: 101917119

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 649
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 649
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: SOUTH SHAVER EL
 Campus Number: 101917119

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 649
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: SOUTH SHAVER EL
 Campus Number: 101917119

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 649
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	649	100.0%	52,792	5,479,173	650	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	14	2.2%	0.5%	0.3%	15	2.3%	0.5%	0.5%
Pre-Kindergarten	80	12.3%	4.6%	4.5%	80	12.3%	4.6%	4.5%
Kindergarten	104	16.0%	6.2%	7.0%	104	16.0%	6.2%	7.0%
Grade 1	101	15.6%	7.0%	7.1%	101	15.5%	7.0%	7.1%
Grade 2	128	19.7%	6.8%	7.1%	128	19.7%	6.8%	7.1%
Grade 3	124	19.1%	7.0%	7.1%	124	19.1%	7.0%	7.1%
Grade 4	98	15.1%	7.1%	7.3%	98	15.1%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	7	1.1%	7.4%	12.6%	7	1.1%	7.4%	12.6%
Hispanic	609	93.8%	83.3%	52.8%	610	93.8%	83.3%	52.8%
White	31	4.8%	5.5%	27.0%	31	4.8%	5.5%	27.0%
American Indian	1	0.2%	0.1%	0.4%	1	0.2%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.6%	0	0.0%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	1	0.2%	0.6%	2.5%	1	0.2%	0.7%	2.5%
Sex:								
Female	303	46.7%	48.4%	48.8%	303	46.6%	48.4%	48.8%
Male	346	53.3%	51.6%	51.2%	347	53.4%	51.6%	51.2%
Economically Disadvantaged	586	90.3%	78.8%	60.3%	587	90.3%	78.7%	60.2%
Non-Educationally Disadvantaged	63	9.7%	21.2%	39.7%	63	9.7%	21.3%	39.8%
Section 504 Students	14	2.2%	5.7%	6.9%	14	2.2%	5.7%	6.9%
English Learners (EL)	321	49.5%	29.0%	20.3%	321	49.4%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	20	3.1%	4.3%	4.1%	20	3.1%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	1	0.2%	1.2%	1.4%	1	0.2%	1.2%	1.4%
Immigrant	25	3.9%	2.8%	2.3%	25	3.8%	2.8%	2.3%
Migrant	4	0.6%	0.2%	0.3%	4	0.6%	0.2%	0.3%
Title I	649	100.0%	69.1%	65.1%	650	100.0%	69.1%	65.1%
Military Connected	1	0.2%	0.1%	1.9%	1	0.2%	0.1%	1.9%
At-Risk	420	64.7%	58.9%	50.6%	420	64.6%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: SOUTH SHAVER EL
 Campus Number: 101917119

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 649
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	304	46.8%	27.4%	20.6%	304	46.8%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	21	3.2%	5.4%	8.1%	21	3.2%	5.4%	8.1%
Special Education	104	16.0%	11.4%	10.5%	105	16.2%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	104							
By Type of Primary Disability								
Students with Intellectual Disabilities	25	24.0%	44.3%	42.4%				
Students with Physical Disabilities	30	28.8%	17.5%	21.4%				
Students with Autism	33	31.7%	20.6%	13.8%				
Students with Behavioral Disabilities	8	7.7%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	8	7.7%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	76	14.4%	16.3%	15.3%				
By Ethnicity:								
African American	3	0.6%						
Hispanic	68	12.9%						
White	5	0.9%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	115	21.4%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	6.1%	8.7%	2.9%	0.0%	7.5%	4.9%
Grade 2	11.0%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	2.3%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: SOUTH SHAVER EL
 Campus Number: 101917119

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 649
 Grade Span: EE - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.3	17.5	19.0
Grade 1	19.3	18.4	18.9
Grade 2	21.3	17.9	18.8
Grade 3	15.7	16.8	19.0
Grade 4	20.0	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: SOUTH SHAVER EL
 Campus Number: 101917119

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 649
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	77.9	100.0%	100.0%	100.0%
Professional Staff:	54.4	69.8%	58.1%	63.7%
Teachers	43.5	55.8%	44.9%	49.4%
Professional Support	8.9	11.4%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	2.6%	2.3%	3.0%
Educational Aides:	23.5	30.2%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	55.9	71.7%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	2.4	5.5%	9.9%	10.8%
Hispanic	24.0	55.2%	36.6%	28.1%
White	16.1	37.0%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.3%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	2.0	4.6%	24.5%	23.8%
Females	41.5	95.4%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	37.3	85.7%	75.8%	73.4%
Masters	6.2	14.3%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	6.9%	5.6%	7.4%
1-5 Years Experience	11.5	26.4%	32.5%	27.9%
6-10 Years Experience	9.0	20.7%	22.4%	19.4%
11-20 Years Experience	15.0	34.5%	27.9%	29.4%
Over 20 Years Experience	5.0	11.5%	11.6%	15.9%
Number of Students per Teacher	14.9	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: SOUTH SHAVER EL
 Campus Number: 101917119

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 649
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	7.8	6.2
Average Years Experience of Principals with District	7.0	7.5	5.3
Average Years Experience of Assistant Principals	3.0	6.9	5.3
Average Years Experience of Assistant Principals with District	3.0	6.6	4.7
Average Years Experience of Teachers:	10.0	9.9	11.1
Average Years Experience of Teachers with District:	8.7	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,621	\$55,037	\$49,868
1-5 Years Experience	\$57,313	\$57,238	\$52,823
6-10 Years Experience	\$57,921	\$60,106	\$55,756
11-20 Years Experience	\$59,628	\$60,422	\$59,308
Over 20 Years Experience	\$64,890	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,853	\$59,499	\$57,091
Professional Support	\$60,472	\$73,749	\$67,352
Campus Administration (School Leadership)	\$97,357	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: SOUTH SHAVER EL
 Campus Number: 101917119

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 649
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	18.5	42.5%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	20.7	47.5%	64.1%	70.9%
Special Education	4.3	10.0%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **WILLIAMS ELEMENTARY**

Campus Number: **101917120**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: WILLIAMS ELEMENTARY
 Campus Number: 101917120

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 488
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

<div>StateDistrictCampusAfrican AmericanHispanicWhiteAmerican IndianAsianPacific IslanderTwo or More RacesSpecial Ed (Current)Special Ed (Former)Continuously EnrolledNon-Continuously EnrolledEcon DisadvEL (Current & Monitored)</div>																	
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%

District Name: PASADENA ISD
 Campus Name: WILLIAMS ELEMENTARY
 Campus Number: 101917120

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 488
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: WILLIAMS ELEMENTARY
 Campus Number: 101917120

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 488
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 488
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
 Campus Name: WILLIAMS ELEMENTARY
 Campus Number: 101917120

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 488
 Grade Span: EE - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 556
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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%

District Name: PASADENA ISD
 Campus Name: WILLIAMS ELEMENTARY
 Campus Number: 101917120

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 488
 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													
2018-19	95.4%	94.4%	96.2%	96.1%	96.3%	92.3%	-	*	-	*	95.2%	96.2%	96.7%
2017-18	95.4%	94.2%	96.3%	94.6%	96.3%	94.6%	-	*	-	*	94.1%	96.4%	96.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: WILLIAMS ELEMENTARY
 Campus Number: 101917120

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 488
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: WILLIAMS ELEMENTARY
 Campus Number: 101917120

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 488
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: WILLIAMS ELEMENTARY
 Campus Number: 101917120

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 488
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: WILLIAMS ELEMENTARY
 Campus Number: 101917120

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 488
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 488
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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
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 Campus Number: 101917120

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 488
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: WILLIAMS ELEMENTARY
 Campus Number: 101917120

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 488
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: WILLIAMS ELEMENTARY
 Campus Number: 101917120

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 488
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	488	100.0%	52,792	5,479,173	488	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	1	0.2%	0.5%	0.3%	1	0.2%	0.5%	0.5%
Pre-Kindergarten	69	14.1%	4.6%	4.5%	69	14.1%	4.6%	4.5%
Kindergarten	81	16.6%	6.2%	7.0%	81	16.6%	6.2%	7.0%
Grade 1	79	16.2%	7.0%	7.1%	79	16.2%	7.0%	7.1%
Grade 2	73	15.0%	6.8%	7.1%	73	15.0%	6.8%	7.1%
Grade 3	91	18.6%	7.0%	7.1%	91	18.6%	7.0%	7.1%
Grade 4	94	19.3%	7.1%	7.3%	94	19.3%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	2	0.4%	7.4%	12.6%	2	0.4%	7.4%	12.6%
Hispanic	468	95.9%	83.3%	52.8%	468	95.9%	83.3%	52.8%
White	16	3.3%	5.5%	27.0%	16	3.3%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	1	0.2%	3.0%	4.6%	1	0.2%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	1	0.2%	0.6%	2.5%	1	0.2%	0.7%	2.5%
Sex:								
Female	236	48.4%	48.4%	48.8%	236	48.4%	48.4%	48.8%
Male	252	51.6%	51.6%	51.2%	252	51.6%	51.6%	51.2%
Economically Disadvantaged	443	90.8%	78.8%	60.3%	443	90.8%	78.7%	60.2%
Non-Educationally Disadvantaged	45	9.2%	21.2%	39.7%	45	9.2%	21.3%	39.8%
Section 504 Students	23	4.7%	5.7%	6.9%	23	4.7%	5.7%	6.9%
English Learners (EL)	236	48.4%	29.0%	20.3%	236	48.4%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	20	4.1%	4.3%	4.1%	20	4.1%	4.3%	4.1%
Foster Care	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Homeless	2	0.4%	1.2%	1.4%	2	0.4%	1.2%	1.4%
Immigrant	11	2.3%	2.8%	2.3%	11	2.3%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	488	100.0%	69.1%	65.1%	488	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	358	73.4%	58.9%	50.6%	358	73.4%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: WILLIAMS ELEMENTARY
 Campus Number: 101917120

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 488
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	218	44.7%	27.4%	20.6%	218	44.7%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	16	3.3%	5.4%	8.1%	16	3.3%	5.4%	8.1%
Special Education	46	9.4%	11.4%	10.5%	46	9.4%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	46							
By Type of Primary Disability								
Students with Intellectual Disabilities	20	43.5%	44.3%	42.4%				
Students with Physical Disabilities	13	28.3%	17.5%	21.4%				
Students with Autism	8	17.4%	20.6%	13.8%				
Students with Behavioral Disabilities	5	10.9%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	48	11.1%	16.3%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	44	10.2%						
White	3	0.7%						
American Indian	0	0.0%						
Asian	1	0.2%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	92	21.4%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	7.5%	8.7%	2.9%	0.0%	7.5%	4.9%
Grade 2	0.0%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	3.6%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 488
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 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.3	17.5	19.0
Grade 1	14.7	18.4	18.9
Grade 2	16.0	17.9	18.8
Grade 3	17.0	16.8	19.0
Grade 4	14.9	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: WILLIAMS ELEMENTARY
 Campus Number: 101917120

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 488
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	59.6	100.0%	100.0%	100.0%
Professional Staff:	45.6	76.5%	58.1%	63.7%
Teachers	36.9	62.0%	44.9%	49.4%
Professional Support	6.6	11.1%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	3.4%	2.3%	3.0%
Educational Aides:	14.0	23.5%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	47.0	78.8%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	4.0	10.8%	9.9%	10.8%
Hispanic	22.9	62.0%	36.6%	28.1%
White	10.0	27.2%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	1.0	2.7%	24.5%	23.8%
Females	35.9	97.3%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	28.9	78.3%	75.8%	73.4%
Masters	8.0	21.7%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.7%	5.6%	7.4%
1-5 Years Experience	10.0	27.1%	32.5%	27.9%
6-10 Years Experience	14.0	38.0%	22.4%	19.4%
11-20 Years Experience	10.9	29.5%	27.9%	29.4%
Over 20 Years Experience	1.0	2.7%	11.6%	15.9%
Number of Students per Teacher	13.2	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: WILLIAMS ELEMENTARY
 Campus Number: 101917120

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 488
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.8	6.2
Average Years Experience of Principals with District	2.0	7.5	5.3
Average Years Experience of Assistant Principals	4.0	6.9	5.3
Average Years Experience of Assistant Principals with District	4.0	6.6	4.7
Average Years Experience of Teachers:	8.7	9.9	11.1
Average Years Experience of Teachers with District:	6.4	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,739	\$55,037	\$49,868
1-5 Years Experience	\$56,842	\$57,238	\$52,823
6-10 Years Experience	\$60,009	\$60,106	\$55,756
11-20 Years Experience	\$56,947	\$60,422	\$59,308
Over 20 Years Experience	\$66,888	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,318	\$59,499	\$57,091
Professional Support	\$63,754	\$73,749	\$67,352
Campus Administration (School Leadership)	\$96,497	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: WILLIAMS ELEMENTARY
 Campus Number: 101917120

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 488
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	13.1	35.4%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	22.8	61.7%	64.1%	70.9%
Special Education	1.1	2.9%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MCMASTERS EL**

Campus Number: **101917122**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: MCMASTERS EL
 Campus Number: 101917122

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 441
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

																	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)									
																	Continuously Enrolled											
																	Special Ed (Former)	Special Ed (Current)	Two or More Races	Pacific Islander	Asian	American Indian	White	Hispanic	African American	Campus	District	State
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%											

District Name: PASADENA ISD
 Campus Name: MCMASTERS EL
 Campus Number: 101917122

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 441
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: MCMASTERS EL
 Campus Number: 101917122

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 441
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 441
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 441
 Grade Span: EE - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 429
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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
 Campus Name: MCMASTERS EL
 Campus Number: 101917122

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 441
 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													
2018-19	95.4%	94.4%	95.5%	*	95.7%	94.5%	-	-	-	*	94.5%	95.4%	96.4%
2017-18	95.4%	94.2%	95.7%	*	95.9%	94.3%	-	-	-	*	94.8%	95.5%	96.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MCMASTERS EL
 Campus Number: 101917122

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 441
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MCMASTERS EL
 Campus Number: 101917122

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 441
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: MCMASTERS EL
 Campus Number: 101917122

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 441
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: MCMASTERS EL
 Campus Number: 101917122

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 441
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MCMASTERS EL
 Campus Number: 101917122

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 441
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: MCMASTERS EL
 Campus Number: 101917122

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 441
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: MCMASTERS EL
 Campus Number: 101917122

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 441
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MCMASTERS EL
 Campus Number: 101917122

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 441
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	441	100.0%	52,792	5,479,173	441	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	13	2.9%	0.5%	0.3%	13	2.9%	0.5%	0.5%
Pre-Kindergarten	61	13.8%	4.6%	4.5%	61	13.8%	4.6%	4.5%
Kindergarten	61	13.8%	6.2%	7.0%	61	13.8%	6.2%	7.0%
Grade 1	74	16.8%	7.0%	7.1%	74	16.8%	7.0%	7.1%
Grade 2	66	15.0%	6.8%	7.1%	66	15.0%	6.8%	7.1%
Grade 3	84	19.0%	7.0%	7.1%	84	19.0%	7.0%	7.1%
Grade 4	82	18.6%	7.1%	7.3%	82	18.6%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	4	0.9%	7.4%	12.6%	4	0.9%	7.4%	12.6%
Hispanic	385	87.3%	83.3%	52.8%	385	87.3%	83.3%	52.8%
White	50	11.3%	5.5%	27.0%	50	11.3%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.6%	0	0.0%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	2	0.5%	0.6%	2.5%	2	0.5%	0.7%	2.5%
Sex:								
Female	203	46.0%	48.4%	48.8%	203	46.0%	48.4%	48.8%
Male	238	54.0%	51.6%	51.2%	238	54.0%	51.6%	51.2%
Economically Disadvantaged	369	83.7%	78.8%	60.3%	369	83.7%	78.7%	60.2%
Non-Educationally Disadvantaged	72	16.3%	21.2%	39.7%	72	16.3%	21.3%	39.8%
Section 504 Students	19	4.3%	5.7%	6.9%	19	4.3%	5.7%	6.9%
English Learners (EL)	149	33.8%	29.0%	20.3%	149	33.8%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	8	1.8%	4.3%	4.1%	8	1.8%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	1	0.2%	1.2%	1.4%	1	0.2%	1.2%	1.4%
Immigrant	4	0.9%	2.8%	2.3%	4	0.9%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	441	100.0%	69.1%	65.1%	441	100.0%	69.1%	65.1%
Military Connected	1	0.2%	0.1%	1.9%	1	0.2%	0.1%	1.9%
At-Risk	230	52.2%	58.9%	50.6%	230	52.2%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: MCMASTERS EL
 Campus Number: 101917122

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 441
 Grade Span: EE - 04
 School Type: Elementary

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	132	29.9%	27.4%	20.6%	132	29.9%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	23	5.2%	5.4%	8.1%	23	5.2%	5.4%	8.1%
Special Education	63	14.3%	11.4%	10.5%	63	14.3%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	63							
By Type of Primary Disability								
Students with Intellectual Disabilities	15	23.8%	44.3%	42.4%				
Students with Physical Disabilities	17	27.0%	17.5%	21.4%				
Students with Autism	20	31.7%	20.6%	13.8%				
Students with Behavioral Disabilities	6	9.5%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	5	7.9%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	50	14.3%	16.3%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	40	11.5%						
White	7	2.0%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	3	0.9%						
Student Attrition (2018-19):								
Total Student Attrition	71	20.7%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	3.6%	8.7%	2.9%	8.3%	7.5%	4.9%
Grade 2	4.1%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	0.0%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: MCMASTERS EL
 Campus Number: 101917122

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 441
 Grade Span: EE - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	22.5	17.5	19.0
Grade 1	21.5	18.4	18.9
Grade 2	16.3	17.9	18.8
Grade 3	17.4	16.8	19.0
Grade 4	16.0	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
Campus Name: MCMASTERS EL
Campus Number: 101917122

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 441
Grade Span: EE - 04
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	57.7	100.0%	100.0%	100.0%
Professional Staff:	41.8	72.4%	58.1%	63.7%
Teachers	32.3	55.9%	44.9%	49.4%
Professional Support	7.5	13.0%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	3.5%	2.3%	3.0%
Educational Aides:	15.9	27.6%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	31.1	53.9%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	9.9%	10.8%
Hispanic	13.0	40.3%	36.6%	28.1%
White	17.3	53.5%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	6.2%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	4.1	12.8%	24.5%	23.8%
Females	28.1	87.2%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	27.3	84.5%	75.8%	73.4%
Masters	5.0	15.5%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	6.2%	5.6%	7.4%
1-5 Years Experience	11.1	34.5%	32.5%	27.9%
6-10 Years Experience	6.0	18.6%	22.4%	19.4%
11-20 Years Experience	10.1	31.4%	27.9%	29.4%
Over 20 Years Experience	3.0	9.3%	11.6%	15.9%
Number of Students per Teacher	13.7	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: MCMASTERS EL
 Campus Number: 101917122

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 441
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	7.8	6.2
Average Years Experience of Principals with District	10.0	7.5	5.3
Average Years Experience of Assistant Principals	23.0	6.9	5.3
Average Years Experience of Assistant Principals with District	23.0	6.6	4.7
Average Years Experience of Teachers:	10.0	9.9	11.1
Average Years Experience of Teachers with District:	8.6	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,739	\$55,037	\$49,868
1-5 Years Experience	\$57,248	\$57,238	\$52,823
6-10 Years Experience	\$59,785	\$60,106	\$55,756
11-20 Years Experience	\$59,047	\$60,422	\$59,308
Over 20 Years Experience	\$69,077	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,291	\$59,499	\$57,091
Professional Support	\$63,644	\$73,749	\$67,352
Campus Administration (School Leadership)	\$105,247	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: MCMASTERS EL
 Campus Number: 101917122

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 441
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	9.8	30.4%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	17.3	53.7%	64.1%	70.9%
Special Education	5.1	15.9%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **STUCHBERY EL**

Campus Number: **101917123**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: STUCHBERY EL
 Campus Number: 101917123

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 665
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: STUCHBERY EL
 Campus Number: 101917123

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 665
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: STUCHBERY EL
 Campus Number: 101917123

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 665
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 665
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 665
 Grade Span: EE - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Participation

Total Students: 686
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 665
 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													
2018-19	95.4%	94.4%	95.9%	95.9%	95.9%	94.4%	*	97.8%	*	92.3%	94.9%	95.9%	97.2%
2017-18	95.4%	94.2%	95.8%	95.5%	95.8%	95.4%	*	97.0%	*	94.2%	94.5%	95.7%	96.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: STUCHBERY EL
 Campus Number: 101917123

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 665
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: STUCHBERY EL
 Campus Number: 101917123

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 665
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: STUCHBERY EL
 Campus Number: 101917123

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 665
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: STUCHBERY EL
 Campus Number: 101917123

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 665
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: STUCHBERY EL
 Campus Number: 101917123

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 665
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: STUCHBERY EL
 Campus Number: 101917123

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 665
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: STUCHBERY EL
 Campus Number: 101917123

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 665
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: STUCHBERY EL
 Campus Number: 101917123

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 665
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	665	100.0%	52,792	5,479,173	665	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	3	0.5%	0.5%	0.3%	3	0.5%	0.5%	0.5%
Pre-Kindergarten	63	9.5%	4.6%	4.5%	63	9.5%	4.6%	4.5%
Kindergarten	103	15.5%	6.2%	7.0%	103	15.5%	6.2%	7.0%
Grade 1	118	17.7%	7.0%	7.1%	118	17.7%	7.0%	7.1%
Grade 2	117	17.6%	6.8%	7.1%	117	17.6%	6.8%	7.1%
Grade 3	109	16.4%	7.0%	7.1%	109	16.4%	7.0%	7.1%
Grade 4	152	22.9%	7.1%	7.3%	152	22.9%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	151	22.7%	7.4%	12.6%	151	22.7%	7.4%	12.6%
Hispanic	403	60.6%	83.3%	52.8%	403	60.6%	83.3%	52.8%
White	46	6.9%	5.5%	27.0%	46	6.9%	5.5%	27.0%
American Indian	1	0.2%	0.1%	0.4%	1	0.2%	0.1%	0.4%
Asian	51	7.7%	3.0%	4.6%	51	7.7%	3.0%	4.6%
Pacific Islander	3	0.5%	0.1%	0.2%	3	0.5%	0.1%	0.2%
Two or More Races	10	1.5%	0.6%	2.5%	10	1.5%	0.7%	2.5%
Sex:								
Female	333	50.1%	48.4%	48.8%	333	50.1%	48.4%	48.8%
Male	332	49.9%	51.6%	51.2%	332	49.9%	51.6%	51.2%
Economically Disadvantaged	517	77.7%	78.8%	60.3%	517	77.7%	78.7%	60.2%
Non-Educationally Disadvantaged	148	22.3%	21.2%	39.7%	148	22.3%	21.3%	39.8%
Section 504 Students	24	3.6%	5.7%	6.9%	24	3.6%	5.7%	6.9%
English Learners (EL)	192	28.9%	29.0%	20.3%	192	28.9%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	18	2.7%	4.3%	4.1%	18	2.7%	4.3%	4.1%
Foster Care	2	0.3%	0.1%	0.3%	2	0.3%	0.1%	0.3%
Homeless	7	1.1%	1.2%	1.4%	7	1.1%	1.2%	1.4%
Immigrant	21	3.2%	2.8%	2.3%	21	3.2%	2.8%	2.3%
Migrant	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Title I	665	100.0%	69.1%	65.1%	665	100.0%	69.1%	65.1%
Military Connected	2	0.3%	0.1%	1.9%	2	0.3%	0.1%	1.9%
At-Risk	294	44.2%	58.9%	50.6%	294	44.2%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: STUCHBERY EL
 Campus Number: 101917123

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 665
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	173	26.0%	27.4%	20.6%	173	26.0%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	47	7.1%	5.4%	8.1%	47	7.1%	5.4%	8.1%
Special Education	67	10.1%	11.4%	10.5%	67	10.1%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	67							
By Type of Primary Disability								
Students with Intellectual Disabilities	26	38.8%	44.3%	42.4%				
Students with Physical Disabilities	19	28.4%	17.5%	21.4%				
Students with Autism	**	**	20.6%	13.8%				
Students with Behavioral Disabilities	**	**	16.2%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	110	18.7%	16.3%	15.3%				
By Ethnicity:								
African American	41	7.0%						
Hispanic	61	10.4%						
White	5	0.9%						
American Indian	1	0.2%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	111	20.3%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	11.6%	8.7%	2.9%	0.0%	7.5%	4.9%
Grade 2	8.0%	5.6%	1.6%	11.1%	2.6%	2.0%
Grade 3	1.6%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.8%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: STUCHBERY EL
 Campus Number: 101917123

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 665
 Grade Span: EE - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.3	17.5	19.0
Grade 1	18.6	18.4	18.9
Grade 2	19.8	17.9	18.8
Grade 3	18.6	16.8	19.0
Grade 4	18.6	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 665
Grade Span: EE - 04
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	69.7	100.0%	100.0%	100.0%
Professional Staff:	55.7	79.8%	58.1%	63.7%
Teachers	47.2	67.7%	44.9%	49.4%
Professional Support	6.4	9.2%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	2.9%	2.3%	3.0%
Educational Aides:	14.1	20.2%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	34.3	49.2%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	2.0	4.2%	9.9%	10.8%
Hispanic	17.0	36.0%	36.6%	28.1%
White	28.2	59.8%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	6.1	13.0%	24.5%	23.8%
Females	41.1	87.0%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	38.1	80.8%	75.8%	73.4%
Masters	9.1	19.2%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.1%	5.6%	7.4%
1-5 Years Experience	12.0	25.4%	32.5%	27.9%
6-10 Years Experience	11.1	23.5%	22.4%	19.4%
11-20 Years Experience	17.1	36.3%	27.9%	29.4%
Over 20 Years Experience	6.0	12.7%	11.6%	15.9%
Number of Students per Teacher	14.1	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: STUCHBERY EL
 Campus Number: 101917123

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 665
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.8	6.2
Average Years Experience of Principals with District	3.0	7.5	5.3
Average Years Experience of Assistant Principals	6.0	6.9	5.3
Average Years Experience of Assistant Principals with District	6.0	6.6	4.7
Average Years Experience of Teachers:	11.5	9.9	11.1
Average Years Experience of Teachers with District:	8.9	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,539	\$55,037	\$49,868
1-5 Years Experience	\$57,173	\$57,238	\$52,823
6-10 Years Experience	\$60,215	\$60,106	\$55,756
11-20 Years Experience	\$60,174	\$60,422	\$59,308
Over 20 Years Experience	\$58,187	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,091	\$59,499	\$57,091
Professional Support	\$66,572	\$73,749	\$67,352
Campus Administration (School Leadership)	\$98,457	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: STUCHBERY EL
 Campus Number: 101917123

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 665
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	9.8	20.7%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	34.5	73.0%	64.1%	70.9%
Special Education	3.0	6.3%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **ATKINSON EL**

Campus Number: **101917124**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: ATKINSON EL
 Campus Number: 101917124

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 478
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: ATKINSON EL
 Campus Number: 101917124

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 478
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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
2019-20 Campus Progress

Total Students: 478
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

District Name: PASADENA ISD
 Campus Name: ATKINSON EL
 Campus Number: 101917124

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 478
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 478
 Grade Span: PK - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Participation

Total Students: 449
 Grade Span: KG - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 478
 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													
2018-19	95.4%	94.4%	96.5%	97.6%	96.2%	96.2%	*	98.2%	*	*	94.2%	96.5%	97.1%
2017-18	95.4%	94.2%	96.7%	97.8%	96.4%	96.6%	*	98.4%	-	*	96.3%	96.6%	97.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: ATKINSON EL
 Campus Number: 101917124

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 478
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: ATKINSON EL
 Campus Number: 101917124

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 478
 Grade Span: PK - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: ATKINSON EL
 Campus Number: 101917124

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 478
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: ATKINSON EL
 Campus Number: 101917124

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 478
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: ATKINSON EL
 Campus Number: 101917124

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 478
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: ATKINSON EL
 Campus Number: 101917124

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 478
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: ATKINSON EL
 Campus Number: 101917124

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 478
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: ATKINSON EL
 Campus Number: 101917124

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 478
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	478	100.0%	52,792	5,479,173	478	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	22	4.6%	4.6%	4.5%	22	4.6%	4.6%	4.5%
Kindergarten	76	15.9%	6.2%	7.0%	76	15.9%	6.2%	7.0%
Grade 1	85	17.8%	7.0%	7.1%	85	17.8%	7.0%	7.1%
Grade 2	104	21.8%	6.8%	7.1%	104	21.8%	6.8%	7.1%
Grade 3	86	18.0%	7.0%	7.1%	86	18.0%	7.0%	7.1%
Grade 4	105	22.0%	7.1%	7.3%	105	22.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	30	6.3%	7.4%	12.6%	30	6.3%	7.4%	12.6%
Hispanic	374	78.2%	83.3%	52.8%	374	78.2%	83.3%	52.8%
White	23	4.8%	5.5%	27.0%	23	4.8%	5.5%	27.0%
American Indian	1	0.2%	0.1%	0.4%	1	0.2%	0.1%	0.4%
Asian	45	9.4%	3.0%	4.6%	45	9.4%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	5	1.0%	0.6%	2.5%	5	1.0%	0.7%	2.5%
Sex:								
Female	218	45.6%	48.4%	48.8%	218	45.6%	48.4%	48.8%
Male	260	54.4%	51.6%	51.2%	260	54.4%	51.6%	51.2%
Economically Disadvantaged	349	73.0%	78.8%	60.3%	349	73.0%	78.7%	60.2%
Non-Educationally Disadvantaged	129	27.0%	21.2%	39.7%	129	27.0%	21.3%	39.8%
Section 504 Students	17	3.6%	5.7%	6.9%	17	3.6%	5.7%	6.9%
English Learners (EL)	156	32.6%	29.0%	20.3%	156	32.6%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	31	6.5%	4.3%	4.1%	31	6.5%	4.3%	4.1%
Foster Care	3	0.6%	0.1%	0.3%	3	0.6%	0.1%	0.3%
Homeless	5	1.0%	1.2%	1.4%	5	1.0%	1.2%	1.4%
Immigrant	16	3.3%	2.8%	2.3%	16	3.3%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	478	100.0%	69.1%	65.1%	478	100.0%	69.1%	65.1%
Military Connected	1	0.2%	0.1%	1.9%	1	0.2%	0.1%	1.9%
At-Risk	275	57.5%	58.9%	50.6%	275	57.5%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: ATKINSON EL
 Campus Number: 101917124

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 478
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	136	28.5%	27.4%	20.6%	136	28.5%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	6	1.3%	5.4%	8.1%	6	1.3%	5.4%	8.1%
Special Education	64	13.4%	11.4%	10.5%	64	13.4%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	64							
By Type of Primary Disability								
Students with Intellectual Disabilities	23	35.9%	44.3%	42.4%				
Students with Physical Disabilities	16	25.0%	17.5%	21.4%				
Students with Autism	18	28.1%	20.6%	13.8%				
Students with Behavioral Disabilities	**	**	16.2%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	38	9.4%	16.3%	15.3%				
By Ethnicity:								
African American	5	1.2%						
Hispanic	24	6.0%						
White	4	1.0%						
American Indian	0	0.0%						
Asian	4	1.0%						
Pacific Islander	1	0.2%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	47	13.2%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	4.8%	8.7%	2.9%	8.3%	7.5%	4.9%
Grade 2	10.8%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	1.1%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	1.3%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: ATKINSON EL
 Campus Number: 101917124

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 478
 Grade Span: PK - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.3	17.5	19.0
Grade 1	22.3	18.4	18.9
Grade 2	19.2	17.9	18.8
Grade 3	13.5	16.8	19.0
Grade 4	19.0	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: ATKINSON EL
 Campus Number: 101917124

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 478
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	56.4	100.0%	100.0%	100.0%
Professional Staff:	43.2	76.7%	58.1%	63.7%
Teachers	35.0	62.2%	44.9%	49.4%
Professional Support	6.2	11.0%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	3.5%	2.3%	3.0%
Educational Aides:	13.1	23.3%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	23.2	41.1%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	9.9%	10.8%
Hispanic	9.0	25.7%	36.6%	28.1%
White	24.0	68.6%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	5.7%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	0.0	0.0%	24.5%	23.8%
Females	35.0	100.0%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	26.0	74.2%	75.8%	73.4%
Masters	9.0	25.8%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	5.6%	7.4%
1-5 Years Experience	10.0	28.5%	32.5%	27.9%
6-10 Years Experience	8.0	22.8%	22.4%	19.4%
11-20 Years Experience	12.0	34.3%	27.9%	29.4%
Over 20 Years Experience	5.0	14.3%	11.6%	15.9%
Number of Students per Teacher	13.6	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: ATKINSON EL
 Campus Number: 101917124

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 478
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	23.0	7.8	6.2
Average Years Experience of Principals with District	23.0	7.5	5.3
Average Years Experience of Assistant Principals	12.0	6.9	5.3
Average Years Experience of Assistant Principals with District	12.0	6.6	4.7
Average Years Experience of Teachers:	11.7	9.9	11.1
Average Years Experience of Teachers with District:	9.7	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,037	\$49,868
1-5 Years Experience	\$57,912	\$57,238	\$52,823
6-10 Years Experience	\$60,135	\$60,106	\$55,756
11-20 Years Experience	\$54,330	\$60,422	\$59,308
Over 20 Years Experience	\$54,939	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$56,765	\$59,499	\$57,091
Professional Support	\$64,600	\$73,749	\$67,352
Campus Administration (School Leadership)	\$107,857	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: ATKINSON EL
 Campus Number: 101917124

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 478
 Grade Span: PK - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	7.4	21.1%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	25.0	71.3%	64.1%	70.9%
Special Education	2.7	7.6%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **JENSEN EL**

Campus Number: **101917125**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: JENSEN EL
 Campus Number: 101917125

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 601
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: JENSEN EL
 Campus Number: 101917125

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 601
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: JENSEN EL
 Campus Number: 101917125

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 601
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 601
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 601
 Grade Span: PK - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
 Campus Name: JENSEN EL
 Campus Number: 101917125

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 638
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 601
 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													
2018-19	95.4%	94.4%	95.3%	94.2%	95.6%	93.2%	*	-	-	*	92.1%	95.3%	97.0%
2017-18	95.4%	94.2%	95.1%	95.1%	95.1%	95.2%	-	*	-	*	91.6%	95.1%	96.2%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: JENSEN EL
 Campus Number: 101917125

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 601
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: JENSEN EL
 Campus Number: 101917125

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 601
 Grade Span: PK - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: JENSEN EL
 Campus Number: 101917125

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 601
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: JENSEN EL
 Campus Number: 101917125

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 601
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: JENSEN EL
 Campus Number: 101917125

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 601
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: JENSEN EL
 Campus Number: 101917125

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 601
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: JENSEN EL
 Campus Number: 101917125

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 601
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: JENSEN EL
Campus Number: 101917125

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 601
Grade Span: PK - 04
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	601	100.0%	52,792	5,479,173	601	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	78	13.0%	4.6%	4.5%	78	13.0%	4.6%	4.5%
Kindergarten	104	17.3%	6.2%	7.0%	104	17.3%	6.2%	7.0%
Grade 1	109	18.1%	7.0%	7.1%	109	18.1%	7.0%	7.1%
Grade 2	105	17.5%	6.8%	7.1%	105	17.5%	6.8%	7.1%
Grade 3	108	18.0%	7.0%	7.1%	108	18.0%	7.0%	7.1%
Grade 4	97	16.1%	7.1%	7.3%	97	16.1%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	63	10.5%	7.4%	12.6%	63	10.5%	7.4%	12.6%
Hispanic	476	79.2%	83.3%	52.8%	476	79.2%	83.3%	52.8%
White	54	9.0%	5.5%	27.0%	54	9.0%	5.5%	27.0%
American Indian	1	0.2%	0.1%	0.4%	1	0.2%	0.1%	0.4%
Asian	2	0.3%	3.0%	4.6%	2	0.3%	3.0%	4.6%
Pacific Islander	2	0.3%	0.1%	0.2%	2	0.3%	0.1%	0.2%
Two or More Races	3	0.5%	0.6%	2.5%	3	0.5%	0.7%	2.5%
Sex:								
Female	308	51.2%	48.4%	48.8%	308	51.2%	48.4%	48.8%
Male	293	48.8%	51.6%	51.2%	293	48.8%	51.6%	51.2%
Economically Disadvantaged	470	78.2%	78.8%	60.3%	470	78.2%	78.7%	60.2%
Non-Educationally Disadvantaged	131	21.8%	21.2%	39.7%	131	21.8%	21.3%	39.8%
Section 504 Students	22	3.7%	5.7%	6.9%	22	3.7%	5.7%	6.9%
English Learners (EL)	215	35.8%	29.0%	20.3%	215	35.8%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	12	2.0%	4.3%	4.1%	12	2.0%	4.3%	4.1%
Foster Care	3	0.5%	0.1%	0.3%	3	0.5%	0.1%	0.3%
Homeless	12	2.0%	1.2%	1.4%	12	2.0%	1.2%	1.4%
Immigrant	21	3.5%	2.8%	2.3%	21	3.5%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	601	100.0%	69.1%	65.1%	601	100.0%	69.1%	65.1%
Military Connected	1	0.2%	0.1%	1.9%	1	0.2%	0.1%	1.9%
At-Risk	400	66.6%	58.9%	50.6%	400	66.6%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: JENSEN EL
 Campus Number: 101917125

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 601
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	191	31.8%	27.4%	20.6%	191	31.8%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	7	1.2%	5.4%	8.1%	7	1.2%	5.4%	8.1%
Special Education	50	8.3%	11.4%	10.5%	50	8.3%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	50							
By Type of Primary Disability								
Students with Intellectual Disabilities	5	10.0%	44.3%	42.4%				
Students with Physical Disabilities	15	30.0%	17.5%	21.4%				
Students with Autism	14	28.0%	20.6%	13.8%				
Students with Behavioral Disabilities	16	32.0%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	131	24.8%	16.3%	15.3%				
By Ethnicity:								
African American	28	5.3%						
Hispanic	93	17.6%						
White	8	1.5%						
American Indian	1	0.2%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	164	31.2%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	10.1%	8.7%	2.9%	0.0%	7.5%	4.9%
Grade 2	6.4%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	1.9%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: JENSEN EL
 Campus Number: 101917125

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 601
 Grade Span: PK - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.5	17.5	19.0
Grade 1	18.3	18.4	18.9
Grade 2	17.3	17.9	18.8
Grade 3	17.5	16.8	19.0
Grade 4	17.3	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: JENSEN EL
 Campus Number: 101917125

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 601
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	66.9	100.0%	100.0%	100.0%
Professional Staff:	51.1	76.5%	58.1%	63.7%
Teachers	43.0	64.3%	44.9%	49.4%
Professional Support	6.1	9.2%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	3.0%	2.3%	3.0%
Educational Aides:	15.7	23.5%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	48.7	72.8%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.0	7.0%	9.9%	10.8%
Hispanic	23.0	53.5%	36.6%	28.1%
White	16.2	37.6%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.8	1.9%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	1.0	2.3%	24.5%	23.8%
Females	42.0	97.7%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	34.0	79.0%	75.8%	73.4%
Masters	9.0	21.0%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.8	15.8%	5.6%	7.4%
1-5 Years Experience	9.1	21.3%	32.5%	27.9%
6-10 Years Experience	12.0	27.9%	22.4%	19.4%
11-20 Years Experience	11.0	25.6%	27.9%	29.4%
Over 20 Years Experience	4.0	9.4%	11.6%	15.9%
Number of Students per Teacher	14.0	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: JENSEN EL
 Campus Number: 101917125

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 601
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	7.8	6.2
Average Years Experience of Principals with District	11.0	7.5	5.3
Average Years Experience of Assistant Principals	7.0	6.9	5.3
Average Years Experience of Assistant Principals with District	7.0	6.6	4.7
Average Years Experience of Teachers:	9.7	9.9	11.1
Average Years Experience of Teachers with District:	7.5	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,976	\$55,037	\$49,868
1-5 Years Experience	\$58,363	\$57,238	\$52,823
6-10 Years Experience	\$59,713	\$60,106	\$55,756
11-20 Years Experience	\$57,411	\$60,422	\$59,308
Over 20 Years Experience	\$67,302	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,959	\$59,499	\$57,091
Professional Support	\$65,026	\$73,749	\$67,352
Campus Administration (School Leadership)	\$101,197	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: JENSEN EL
 Campus Number: 101917125

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 601
 Grade Span: PK - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	13.1	30.6%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	27.2	63.2%	64.1%	70.9%
Special Education	2.7	6.3%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **BURNETT ELEMENTARY**

Campus Number: **101917126**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: BURNETT ELEMENTARY
 Campus Number: 101917126

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 471
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: BURNETT ELEMENTARY
 Campus Number: 101917126

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 471
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: BURNETT ELEMENTARY
 Campus Number: 101917126

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 471
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 471
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 471
 Grade Span: EE - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	*	-	*	-	-	*	-	*	-	*	*

District Name: PASADENA ISD
 Campus Name: BURNETT ELEMENTARY
 Campus Number: 101917126

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 431
 Grade Span: EE - 04
 School Type: Elementary

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 471
 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													
2018-19	95.4%	94.4%	95.7%	95.4%	95.8%	94.1%	-	98.1%	*	*	95.6%	95.7%	96.5%
2017-18	95.4%	94.2%	95.7%	95.5%	95.6%	95.5%	-	97.9%	-	*	93.1%	95.8%	96.8%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: BURNETT ELEMENTARY
 Campus Number: 101917126

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 471
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: BURNETT ELEMENTARY
 Campus Number: 101917126

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 471
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: BURNETT ELEMENTARY
 Campus Number: 101917126

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 471
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 471
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: BURNETT ELEMENTARY
 Campus Number: 101917126

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 471
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: BURNETT ELEMENTARY
 Campus Number: 101917126

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 471
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: BURNETT ELEMENTARY
 Campus Number: 101917126

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 471
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: BURNETT ELEMENTARY
 Campus Number: 101917126

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 471
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	471	100.0%	52,792	5,479,173	471	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	16	3.4%	0.5%	0.3%	16	3.4%	0.5%	0.5%
Pre-Kindergarten	53	11.3%	4.6%	4.5%	53	11.3%	4.6%	4.5%
Kindergarten	85	18.0%	6.2%	7.0%	85	18.0%	6.2%	7.0%
Grade 1	96	20.4%	7.0%	7.1%	96	20.4%	7.0%	7.1%
Grade 2	68	14.4%	6.8%	7.1%	68	14.4%	6.8%	7.1%
Grade 3	69	14.6%	7.0%	7.1%	69	14.6%	7.0%	7.1%
Grade 4	84	17.8%	7.1%	7.3%	84	17.8%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	41	8.7%	7.4%	12.6%	41	8.7%	7.4%	12.6%
Hispanic	363	77.1%	83.3%	52.8%	363	77.1%	83.3%	52.8%
White	32	6.8%	5.5%	27.0%	32	6.8%	5.5%	27.0%
American Indian	1	0.2%	0.1%	0.4%	1	0.2%	0.1%	0.4%
Asian	26	5.5%	3.0%	4.6%	26	5.5%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	8	1.7%	0.6%	2.5%	8	1.7%	0.7%	2.5%
Sex:								
Female	225	47.8%	48.4%	48.8%	225	47.8%	48.4%	48.8%
Male	246	52.2%	51.6%	51.2%	246	52.2%	51.6%	51.2%
Economically Disadvantaged	383	81.3%	78.8%	60.3%	383	81.3%	78.7%	60.2%
Non-Educationally Disadvantaged	88	18.7%	21.2%	39.7%	88	18.7%	21.3%	39.8%
Section 504 Students	15	3.2%	5.7%	6.9%	15	3.2%	5.7%	6.9%
English Learners (EL)	166	35.2%	29.0%	20.3%	166	35.2%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	14	3.0%	4.3%	4.1%	14	3.0%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	3	0.6%	1.2%	1.4%	3	0.6%	1.2%	1.4%
Immigrant	17	3.6%	2.8%	2.3%	17	3.6%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	471	100.0%	69.1%	65.1%	471	100.0%	69.1%	65.1%
Military Connected	1	0.2%	0.1%	1.9%	1	0.2%	0.1%	1.9%
At-Risk	211	44.8%	58.9%	50.6%	211	44.8%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: BURNETT ELEMENTARY
 Campus Number: 101917126

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 471
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	153	32.5%	27.4%	20.6%	153	32.5%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	26	5.5%	5.4%	8.1%	26	5.5%	5.4%	8.1%
Special Education	83	17.6%	11.4%	10.5%	83	17.6%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	83							
By Type of Primary Disability								
Students with Intellectual Disabilities	16	19.3%	44.3%	42.4%				
Students with Physical Disabilities	24	28.9%	17.5%	21.4%				
Students with Autism	31	37.3%	20.6%	13.8%				
Students with Behavioral Disabilities	**	**	16.2%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	69	19.9%	16.3%	15.3%				
By Ethnicity:								
African American	8	2.3%						
Hispanic	51	14.7%						
White	7	2.0%						
American Indian	0	0.0%						
Asian	1	0.3%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.6%						
Student Attrition (2018-19):								
Total Student Attrition	73	20.6%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	10.4%	8.7%	2.9%	20.0%	7.5%	4.9%
Grade 2	5.0%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	8.5%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	1.5%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: BURNETT ELEMENTARY
 Campus Number: 101917126

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 471
 Grade Span: EE - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.7	17.5	19.0
Grade 1	22.0	18.4	18.9
Grade 2	14.8	17.9	18.8
Grade 3	13.7	16.8	19.0
Grade 4	18.7	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: BURNETT ELEMENTARY
 Campus Number: 101917126

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 471
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	67.2	100.0%	100.0%	100.0%
Professional Staff:	48.5	72.1%	58.1%	63.7%
Teachers	39.2	58.2%	44.9%	49.4%
Professional Support	7.3	10.9%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	3.0%	2.3%	3.0%
Educational Aides:	18.8	27.9%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	43.8	65.2%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	4.0	10.2%	9.9%	10.8%
Hispanic	16.0	40.9%	36.6%	28.1%
White	16.2	41.3%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	3.0	7.7%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	2.1	5.2%	24.5%	23.8%
Females	37.1	94.8%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	33.2	84.7%	75.8%	73.4%
Masters	6.0	15.3%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.6%	5.6%	7.4%
1-5 Years Experience	11.0	28.1%	32.5%	27.9%
6-10 Years Experience	5.0	12.8%	22.4%	19.4%
11-20 Years Experience	12.0	30.7%	27.9%	29.4%
Over 20 Years Experience	10.1	25.9%	11.6%	15.9%
Number of Students per Teacher	12.0	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: BURNETT ELEMENTARY
 Campus Number: 101917126

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 471
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.8	6.2
Average Years Experience of Principals with District	4.0	7.5	5.3
Average Years Experience of Assistant Principals	14.0	6.9	5.3
Average Years Experience of Assistant Principals with District	14.0	6.6	4.7
Average Years Experience of Teachers:	14.1	9.9	11.1
Average Years Experience of Teachers with District:	10.3	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,739	\$55,037	\$49,868
1-5 Years Experience	\$57,248	\$57,238	\$52,823
6-10 Years Experience	\$59,593	\$60,106	\$55,756
11-20 Years Experience	\$62,522	\$60,422	\$59,308
Over 20 Years Experience	\$64,547	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$61,017	\$59,499	\$57,091
Professional Support	\$63,463	\$73,749	\$67,352
Campus Administration (School Leadership)	\$99,627	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: BURNETT ELEMENTARY
 Campus Number: 101917126

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 471
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	10.4	26.6%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	22.6	57.8%	64.1%	70.9%
Special Education	6.1	15.6%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **FRAZIER EL**

Campus Number: **101917127**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: FRAZIER EL
 Campus Number: 101917127

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 467
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: FRAZIER EL
 Campus Number: 101917127

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 467
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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)
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%
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%

District Name: PASADENA ISD
 Campus Name: FRAZIER EL
 Campus Number: 101917127

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 467
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	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

District Name: PASADENA ISD
 Campus Name: FRAZIER EL
 Campus Number: 101917127

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 467
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

			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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 467
 Grade Span: EE - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	-	-	-	-	-	-	-	-	*	-	*

District Name: PASADENA ISD
 Campus Name: FRAZIER EL
 Campus Number: 101917127

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 485
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 467
 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													
2018-19	95.4%	94.4%	96.8%	96.7%	96.7%	96.7%	-	98.7%	-	*	95.8%	96.7%	97.1%
2017-18	95.4%	94.2%	96.4%	97.0%	96.5%	94.9%	-	96.9%	-	99.0%	95.4%	96.4%	97.1%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

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Texas Education Agency
 Texas Academic Performance Report
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Total Students: 467
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 467
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 467
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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Texas Education Agency
Texas Academic Performance Report
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 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: FRAZIER EL
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 467
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 467
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: FRAZIER EL
 Campus Number: 101917127

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 467
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	467	100.0%	52,792	5,479,173	467	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	15	3.2%	0.5%	0.3%	15	3.2%	0.5%	0.5%
Pre-Kindergarten	79	16.9%	4.6%	4.5%	79	16.9%	4.6%	4.5%
Kindergarten	58	12.4%	6.2%	7.0%	58	12.4%	6.2%	7.0%
Grade 1	84	18.0%	7.0%	7.1%	84	18.0%	7.0%	7.1%
Grade 2	76	16.3%	6.8%	7.1%	76	16.3%	6.8%	7.1%
Grade 3	71	15.2%	7.0%	7.1%	71	15.2%	7.0%	7.1%
Grade 4	84	18.0%	7.1%	7.3%	84	18.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	39	8.4%	7.4%	12.6%	39	8.4%	7.4%	12.6%
Hispanic	356	76.2%	83.3%	52.8%	356	76.2%	83.3%	52.8%
White	46	9.9%	5.5%	27.0%	46	9.9%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	19	4.1%	3.0%	4.6%	19	4.1%	3.0%	4.6%
Pacific Islander	3	0.6%	0.1%	0.2%	3	0.6%	0.1%	0.2%
Two or More Races	4	0.9%	0.6%	2.5%	4	0.9%	0.7%	2.5%
Sex:								
Female	235	50.3%	48.4%	48.8%	235	50.3%	48.4%	48.8%
Male	232	49.7%	51.6%	51.2%	232	49.7%	51.6%	51.2%
Economically Disadvantaged	343	73.4%	78.8%	60.3%	343	73.4%	78.7%	60.2%
Non-Educationally Disadvantaged	124	26.6%	21.2%	39.7%	124	26.6%	21.3%	39.8%
Section 504 Students	33	7.1%	5.7%	6.9%	33	7.1%	5.7%	6.9%
English Learners (EL)	103	22.1%	29.0%	20.3%	103	22.1%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	30	6.4%	4.3%	4.1%	30	6.4%	4.3%	4.1%
Foster Care	8	1.7%	0.1%	0.3%	8	1.7%	0.1%	0.3%
Homeless	7	1.5%	1.2%	1.4%	7	1.5%	1.2%	1.4%
Immigrant	4	0.9%	2.8%	2.3%	4	0.9%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	467	100.0%	69.1%	65.1%	467	100.0%	69.1%	65.1%
Military Connected	4	0.9%	0.1%	1.9%	4	0.9%	0.1%	1.9%
At-Risk	237	50.7%	58.9%	50.6%	237	50.7%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: FRAZIER EL
 Campus Number: 101917127

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 467
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	84	18.0%	27.4%	20.6%	84	18.0%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	30	6.4%	5.4%	8.1%	30	6.4%	5.4%	8.1%
Special Education	78	16.7%	11.4%	10.5%	78	16.7%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	78							
By Type of Primary Disability								
Students with Intellectual Disabilities	27	34.6%	44.3%	42.4%				
Students with Physical Disabilities	11	14.1%	17.5%	21.4%				
Students with Autism	31	39.7%	20.6%	13.8%				
Students with Behavioral Disabilities	*	*	16.2%	20.8%				
Students with Non-Categorical Early Childhood	**	**	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	36	11.1%	16.3%	15.3%				
By Ethnicity:								
African American	5	1.5%						
Hispanic	25	7.7%						
White	3	0.9%						
American Indian	0	0.0%						
Asian	2	0.6%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	105	26.5%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	5.6%	8.7%	2.9%	16.7%	7.5%	4.9%
Grade 2	3.6%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	1.5%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: FRAZIER EL
 Campus Number: 101917127

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 467
 Grade Span: EE - 04
 School Type: Elementary

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.3	17.5	19.0
Grade 1	17.3	18.4	18.9
Grade 2	20.7	17.9	18.8
Grade 3	20.3	16.8	19.0
Grade 4	16.9	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: FRAZIER EL
 Campus Number: 101917127

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 467
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	66.0	100.0%	100.0%	100.0%
Professional Staff:	45.1	68.3%	58.1%	63.7%
Teachers	36.7	55.6%	44.9%	49.4%
Professional Support	6.4	9.7%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	3.0%	2.3%	3.0%
Educational Aides:	20.9	31.7%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	38.7	58.7%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	4.0	10.9%	9.9%	10.8%
Hispanic	8.7	23.8%	36.6%	28.1%
White	20.9	57.1%	49.3%	57.7%
American Indian	1.0	2.7%	0.2%	0.3%
Asian	2.0	5.5%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	1.0	2.7%	24.5%	23.8%
Females	35.7	97.3%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	30.7	83.8%	75.8%	73.4%
Masters	5.9	16.2%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.7	4.7%	5.6%	7.4%
1-5 Years Experience	5.9	16.1%	32.5%	27.9%
6-10 Years Experience	13.0	35.5%	22.4%	19.4%
11-20 Years Experience	9.0	24.5%	27.9%	29.4%
Over 20 Years Experience	7.0	19.1%	11.6%	15.9%
Number of Students per Teacher	12.7	n/a	14.1	15.1

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 467
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	7.8	6.2
Average Years Experience of Principals with District	9.0	7.5	5.3
Average Years Experience of Assistant Principals	5.0	6.9	5.3
Average Years Experience of Assistant Principals with District	5.0	6.6	4.7
Average Years Experience of Teachers:	11.5	9.9	11.1
Average Years Experience of Teachers with District:	9.6	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$51,622	\$55,037	\$49,868
1-5 Years Experience	\$57,590	\$57,238	\$52,823
6-10 Years Experience	\$58,282	\$60,106	\$55,756
11-20 Years Experience	\$57,471	\$60,422	\$59,308
Over 20 Years Experience	\$62,449	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,451	\$59,499	\$57,091
Professional Support	\$65,058	\$73,749	\$67,352
Campus Administration (School Leadership)	\$98,037	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: FRAZIER EL
 Campus Number: 101917127

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 467
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	7.5	20.4%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	25.5	69.6%	64.1%	70.9%
Special Education	3.7	10.0%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **TEAGUE EL**

Campus Number: **101917128**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: TEAGUE EL
 Campus Number: 101917128

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 748
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: TEAGUE EL
 Campus Number: 101917128

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 748
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: TEAGUE EL
 Campus Number: 101917128

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 748
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

District Name: PASADENA ISD
 Campus Name: TEAGUE EL
 Campus Number: 101917128

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 748
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*

District Name: PASADENA ISD
 Campus Name: TEAGUE EL
 Campus Number: 101917128

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 748
 Grade Span: PK - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	-	-	-	-	-	-	-	-	*	-	*

District Name: PASADENA ISD
 Campus Name: TEAGUE EL
 Campus Number: 101917128

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 706
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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%

District Name: PASADENA ISD
 Campus Name: TEAGUE EL
 Campus Number: 101917128

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 748
 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													
2018-19	95.4%	94.4%	96.0%	95.7%	95.9%	96.2%	-	97.5%	-	92.3%	95.8%	95.7%	96.9%
2017-18	95.4%	94.2%	96.0%	93.9%	96.0%	96.2%	*	97.9%	-	94.5%	93.7%	95.7%	96.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: TEAGUE EL
 Campus Number: 101917128

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 748
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: TEAGUE EL
 Campus Number: 101917128

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 748
 Grade Span: PK - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: TEAGUE EL
 Campus Number: 101917128

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 748
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: TEAGUE EL
 Campus Number: 101917128

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 748
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: TEAGUE EL
 Campus Number: 101917128

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 748
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: TEAGUE EL
 Campus Number: 101917128

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 748
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: TEAGUE EL
 Campus Number: 101917128

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 748
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: TEAGUE EL
 Campus Number: 101917128

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 748
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	748	100.0%	52,792	5,479,173	749	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	1	0.1%	0.5%	0.5%
Pre-Kindergarten	66	8.8%	4.6%	4.5%	66	8.8%	4.6%	4.5%
Kindergarten	114	15.2%	6.2%	7.0%	114	15.2%	6.2%	7.0%
Grade 1	148	19.8%	7.0%	7.1%	148	19.8%	7.0%	7.1%
Grade 2	133	17.8%	6.8%	7.1%	133	17.8%	6.8%	7.1%
Grade 3	148	19.8%	7.0%	7.1%	148	19.8%	7.0%	7.1%
Grade 4	139	18.6%	7.1%	7.3%	139	18.6%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	43	5.7%	7.4%	12.6%	43	5.7%	7.4%	12.6%
Hispanic	545	72.9%	83.3%	52.8%	546	72.9%	83.3%	52.8%
White	87	11.6%	5.5%	27.0%	87	11.6%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	63	8.4%	3.0%	4.6%	63	8.4%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	10	1.3%	0.6%	2.5%	10	1.3%	0.7%	2.5%
Sex:								
Female	371	49.6%	48.4%	48.8%	371	49.5%	48.4%	48.8%
Male	377	50.4%	51.6%	51.2%	378	50.5%	51.6%	51.2%
Economically Disadvantaged	528	70.6%	78.8%	60.3%	528	70.5%	78.7%	60.2%
Non-Educationally Disadvantaged	220	29.4%	21.2%	39.7%	221	29.5%	21.3%	39.8%
Section 504 Students	40	5.3%	5.7%	6.9%	40	5.3%	5.7%	6.9%
English Learners (EL)	249	33.3%	29.0%	20.3%	249	33.2%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	23	3.1%	4.3%	4.1%	23	3.1%	4.3%	4.1%
Foster Care	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Homeless	1	0.1%	1.2%	1.4%	1	0.1%	1.2%	1.4%
Immigrant	12	1.6%	2.8%	2.3%	12	1.6%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	748	100.0%	69.1%	65.1%	749	100.0%	69.1%	65.1%
Military Connected	1	0.1%	0.1%	1.9%	1	0.1%	0.1%	1.9%
At-Risk	382	51.1%	58.9%	50.6%	382	51.0%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: TEAGUE EL
 Campus Number: 101917128

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 748
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	183	24.5%	27.4%	20.6%	183	24.4%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	19	2.5%	5.4%	8.1%	19	2.5%	5.4%	8.1%
Special Education	111	14.8%	11.4%	10.5%	112	15.0%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	111							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	44.3%	42.4%				
Students with Physical Disabilities	50	45.0%	17.5%	21.4%				
Students with Autism	29	26.1%	20.6%	13.8%				
Students with Behavioral Disabilities	16	14.4%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	52	8.9%	16.3%	15.3%				
By Ethnicity:								
African American	4	0.7%						
Hispanic	33	5.7%						
White	6	1.0%						
American Indian	0	0.0%						
Asian	5	0.9%						
Pacific Islander	0	0.0%						
Two or More Races	4	0.7%						
Student Attrition (2018-19):								
Total Student Attrition	67	11.8%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	9.6%	8.7%	2.9%	18.2%	7.5%	4.9%
Grade 2	1.6%	5.6%	1.6%	4.8%	2.6%	2.0%
Grade 3	3.3%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: TEAGUE EL
 Campus Number: 101917128

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 748
 Grade Span: PK - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.8	17.5	19.0
Grade 1	21.4	18.4	18.9
Grade 2	20.6	17.9	18.8
Grade 3	19.0	16.8	19.0
Grade 4	22.2	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: TEAGUE EL
 Campus Number: 101917128

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 748
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	76.7	100.0%	100.0%	100.0%
Professional Staff:	59.2	77.2%	58.1%	63.7%
Teachers	50.0	65.3%	44.9%	49.4%
Professional Support	7.2	9.3%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	2.6%	2.3%	3.0%
Educational Aides:	17.5	22.8%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	39.2	51.2%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.0	6.0%	9.9%	10.8%
Hispanic	18.0	36.0%	36.6%	28.1%
White	28.0	56.0%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.0%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	4.0	8.0%	24.5%	23.8%
Females	46.0	92.0%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	38.0	76.0%	75.8%	73.4%
Masters	12.0	24.0%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	5.6%	7.4%
1-5 Years Experience	11.0	22.0%	32.5%	27.9%
6-10 Years Experience	12.0	24.0%	22.4%	19.4%
11-20 Years Experience	14.0	28.1%	27.9%	29.4%
Over 20 Years Experience	13.0	26.0%	11.6%	15.9%
Number of Students per Teacher	14.9	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: TEAGUE EL
 Campus Number: 101917128

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 748
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	7.8	6.2
Average Years Experience of Principals with District	14.0	7.5	5.3
Average Years Experience of Assistant Principals	5.0	6.9	5.3
Average Years Experience of Assistant Principals with District	5.0	6.6	4.7
Average Years Experience of Teachers:	12.7	9.9	11.1
Average Years Experience of Teachers with District:	8.7	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,037	\$49,868
1-5 Years Experience	\$57,338	\$57,238	\$52,823
6-10 Years Experience	\$58,262	\$60,106	\$55,756
11-20 Years Experience	\$60,601	\$60,422	\$59,308
Over 20 Years Experience	\$60,829	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,382	\$59,499	\$57,091
Professional Support	\$65,595	\$73,749	\$67,352
Campus Administration (School Leadership)	\$101,067	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: TEAGUE EL
 Campus Number: 101917128

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 748
 Grade Span: PK - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	12.6	25.1%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	34.6	69.2%	64.1%	70.9%
Special Education	2.8	5.7%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MOORE EL**

Campus Number: **101917129**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: MOORE EL
 Campus Number: 101917129

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 414
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: MOORE EL
 Campus Number: 101917129

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 414
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: MOORE EL
 Campus Number: 101917129

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 414
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

District Name: PASADENA ISD
 Campus Name: MOORE EL
 Campus Number: 101917129

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 414
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	*	-	-	*	-	-	*	*	*

District Name: PASADENA ISD
 Campus Name: MOORE EL
 Campus Number: 101917129

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 414
 Grade Span: PK - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 423
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 414
 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													
2018-19	95.4%	94.4%	96.5%	96.5%	96.1%	97.1%	*	97.8%	-	96.8%	94.1%	96.2%	97.0%
2017-18	95.4%	94.2%	96.3%	96.4%	96.0%	95.8%	-	98.1%	-	95.0%	94.5%	96.2%	97.1%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MOORE EL
 Campus Number: 101917129

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 414
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MOORE EL
 Campus Number: 101917129

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 414
 Grade Span: PK - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: MOORE EL
 Campus Number: 101917129

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 414
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: MOORE EL
 Campus Number: 101917129

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 414
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MOORE EL
 Campus Number: 101917129

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 414
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: MOORE EL
 Campus Number: 101917129

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 414
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: MOORE EL
 Campus Number: 101917129

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 414
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MOORE EL
 Campus Number: 101917129

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 414
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	414	100.0%	52,792	5,479,173	418	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	4	1.0%	0.5%	0.5%
Pre-Kindergarten	25	6.0%	4.6%	4.5%	25	6.0%	4.6%	4.5%
Kindergarten	73	17.6%	6.2%	7.0%	73	17.5%	6.2%	7.0%
Grade 1	90	21.7%	7.0%	7.1%	90	21.5%	7.0%	7.1%
Grade 2	64	15.5%	6.8%	7.1%	64	15.3%	6.8%	7.1%
Grade 3	77	18.6%	7.0%	7.1%	77	18.4%	7.0%	7.1%
Grade 4	85	20.5%	7.1%	7.3%	85	20.3%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	39	9.4%	7.4%	12.6%	39	9.3%	7.4%	12.6%
Hispanic	289	69.8%	83.3%	52.8%	292	69.9%	83.3%	52.8%
White	18	4.3%	5.5%	27.0%	19	4.5%	5.5%	27.0%
American Indian	1	0.2%	0.1%	0.4%	1	0.2%	0.1%	0.4%
Asian	55	13.3%	3.0%	4.6%	55	13.2%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	12	2.9%	0.6%	2.5%	12	2.9%	0.7%	2.5%
Sex:								
Female	186	44.9%	48.4%	48.8%	188	45.0%	48.4%	48.8%
Male	228	55.1%	51.6%	51.2%	230	55.0%	51.6%	51.2%
Economically Disadvantaged	287	69.3%	78.8%	60.3%	287	68.7%	78.7%	60.2%
Non-Educationally Disadvantaged	127	30.7%	21.2%	39.7%	131	31.3%	21.3%	39.8%
Section 504 Students	24	5.8%	5.7%	6.9%	24	5.7%	5.7%	6.9%
English Learners (EL)	175	42.3%	29.0%	20.3%	175	41.9%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	27	6.5%	4.3%	4.1%	27	6.5%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	0	0.0%	1.2%	1.4%	0	0.0%	1.2%	1.4%
Immigrant	11	2.7%	2.8%	2.3%	11	2.6%	2.8%	2.3%
Migrant	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Title I	414	100.0%	69.1%	65.1%	418	100.0%	69.1%	65.1%
Military Connected	1	0.2%	0.1%	1.9%	1	0.2%	0.1%	1.9%
At-Risk	246	59.4%	58.9%	50.6%	246	58.9%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: MOORE EL
 Campus Number: 101917129

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 414
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	154	37.2%	27.4%	20.6%	154	36.8%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	20	4.8%	5.4%	8.1%	20	4.8%	5.4%	8.1%
Special Education	51	12.3%	11.4%	10.5%	55	13.2%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	51							
By Type of Primary Disability								
Students with Intellectual Disabilities	29	56.9%	44.3%	42.4%				
Students with Physical Disabilities	10	19.6%	17.5%	21.4%				
Students with Autism	**	**	20.6%	13.8%				
Students with Behavioral Disabilities	*	*	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	37	11.2%	16.3%	15.3%				
By Ethnicity:								
African American	9	2.7%						
Hispanic	22	6.6%						
White	4	1.2%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.6%						
Student Attrition (2018-19):								
Total Student Attrition	63	18.2%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	12.1%	8.7%	2.9%	0.0%	7.5%	4.9%
Grade 2	2.9%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	3.9%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	1.4%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: MOORE EL
 Campus Number: 101917129

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 414
 Grade Span: PK - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.0	17.5	19.0
Grade 1	21.7	18.4	18.9
Grade 2	16.3	17.9	18.8
Grade 3	16.6	16.8	19.0
Grade 4	19.9	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
Campus Name: MOORE EL
Campus Number: 101917129

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 414
Grade Span: PK - 04
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	50.6	100.0%	100.0%	100.0%
Professional Staff:	39.5	78.1%	58.1%	63.7%
Teachers	31.4	61.9%	44.9%	49.4%
Professional Support	6.2	12.2%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	3.9%	2.3%	3.0%
Educational Aides:	11.1	21.9%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	21.3	42.0%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	2.0	6.4%	9.9%	10.8%
Hispanic	8.1	26.0%	36.6%	28.1%
White	20.2	64.4%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	3.2%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	1.2	3.8%	24.5%	23.8%
Females	30.1	96.2%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	23.2	74.0%	75.8%	73.4%
Masters	8.1	26.0%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	5.6%	7.4%
1-5 Years Experience	11.1	35.6%	32.5%	27.9%
6-10 Years Experience	5.0	15.9%	22.4%	19.4%
11-20 Years Experience	10.2	32.5%	27.9%	29.4%
Over 20 Years Experience	5.0	16.0%	11.6%	15.9%
Number of Students per Teacher	13.2	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: MOORE EL
 Campus Number: 101917129

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 414
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	7.8	6.2
Average Years Experience of Principals with District	13.0	7.5	5.3
Average Years Experience of Assistant Principals	11.0	6.9	5.3
Average Years Experience of Assistant Principals with District	11.0	6.6	4.7
Average Years Experience of Teachers:	11.9	9.9	11.1
Average Years Experience of Teachers with District:	10.6	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,037	\$49,868
1-5 Years Experience	\$57,494	\$57,238	\$52,823
6-10 Years Experience	\$60,521	\$60,106	\$55,756
11-20 Years Experience	\$58,741	\$60,422	\$59,308
Over 20 Years Experience	\$61,613	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,040	\$59,499	\$57,091
Professional Support	\$66,695	\$73,749	\$67,352
Campus Administration (School Leadership)	\$101,817	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: MOORE EL
 Campus Number: 101917129

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 414
 Grade Span: PK - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	6.7	21.4%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	20.2	64.4%	64.1%	70.9%
Special Education	4.4	14.2%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **YOUNG EL**

Campus Number: **101917130**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: YOUNG EL
 Campus Number: 101917130

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 612
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: YOUNG EL
 Campus Number: 101917130

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 612
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: YOUNG EL
 Campus Number: 101917130

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 612
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

District Name: PASADENA ISD
 Campus Name: YOUNG EL
 Campus Number: 101917130

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 612
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	*	*	*	-	-	-	-	*	*	-

District Name: PASADENA ISD
 Campus Name: YOUNG EL
 Campus Number: 101917130

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 612
 Grade Span: EE - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: YOUNG EL
 Campus Number: 101917130

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 604
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 612
 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													
2018-19	95.4%	94.4%	95.2%	95.4%	95.2%	94.9%	*	*	*	*	95.0%	95.3%	95.8%
2017-18	95.4%	94.2%	95.1%	94.9%	95.2%	94.8%	-	*	-	*	93.2%	95.1%	96.2%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: YOUNG EL
 Campus Number: 101917130

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 612
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: YOUNG EL
 Campus Number: 101917130

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 612
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: YOUNG EL
 Campus Number: 101917130

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 612
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: YOUNG EL
 Campus Number: 101917130

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 612
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: YOUNG EL
 Campus Number: 101917130

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 612
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: YOUNG EL
 Campus Number: 101917130

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 612
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: YOUNG EL
 Campus Number: 101917130

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 612
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: YOUNG EL
 Campus Number: 101917130

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 612
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	612	100.0%	52,792	5,479,173	617	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	18	2.9%	0.5%	0.3%	23	3.7%	0.5%	0.5%
Pre-Kindergarten	38	6.2%	4.6%	4.5%	38	6.2%	4.6%	4.5%
Kindergarten	95	15.5%	6.2%	7.0%	95	15.4%	6.2%	7.0%
Grade 1	110	18.0%	7.0%	7.1%	110	17.8%	7.0%	7.1%
Grade 2	118	19.3%	6.8%	7.1%	118	19.1%	6.8%	7.1%
Grade 3	120	19.6%	7.0%	7.1%	120	19.4%	7.0%	7.1%
Grade 4	113	18.5%	7.1%	7.3%	113	18.3%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	49	8.0%	7.4%	12.6%	49	7.9%	7.4%	12.6%
Hispanic	529	86.4%	83.3%	52.8%	534	86.5%	83.3%	52.8%
White	26	4.2%	5.5%	27.0%	26	4.2%	5.5%	27.0%
American Indian	2	0.3%	0.1%	0.4%	2	0.3%	0.1%	0.4%
Asian	3	0.5%	3.0%	4.6%	3	0.5%	3.0%	4.6%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	2	0.3%	0.6%	2.5%	2	0.3%	0.7%	2.5%
Sex:								
Female	297	48.5%	48.4%	48.8%	299	48.5%	48.4%	48.8%
Male	315	51.5%	51.6%	51.2%	318	51.5%	51.6%	51.2%
Economically Disadvantaged	549	89.7%	78.8%	60.3%	550	89.1%	78.7%	60.2%
Non-Educationally Disadvantaged	63	10.3%	21.2%	39.7%	67	10.9%	21.3%	39.8%
Section 504 Students	15	2.5%	5.7%	6.9%	15	2.4%	5.7%	6.9%
English Learners (EL)	332	54.2%	29.0%	20.3%	332	53.8%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	15	2.5%	4.3%	4.1%	15	2.4%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	26	4.2%	1.2%	1.4%	26	4.2%	1.2%	1.4%
Immigrant	48	7.8%	2.8%	2.3%	48	7.8%	2.8%	2.3%
Migrant	3	0.5%	0.2%	0.3%	3	0.5%	0.2%	0.3%
Title I	612	100.0%	69.1%	65.1%	617	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	427	69.8%	58.9%	50.6%	427	69.2%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: YOUNG EL
 Campus Number: 101917130

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 612
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	299	48.9%	27.4%	20.6%	299	48.5%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	13	2.1%	5.4%	8.1%	13	2.1%	5.4%	8.1%
Special Education	76	12.4%	11.4%	10.5%	81	13.1%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	76							
By Type of Primary Disability								
Students with Intellectual Disabilities	28	36.8%	44.3%	42.4%				
Students with Physical Disabilities	34	44.7%	17.5%	21.4%				
Students with Autism	*	*	20.6%	13.8%				
Students with Behavioral Disabilities	**	**	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	193	33.2%	16.3%	15.3%				
By Ethnicity:								
African American	26	4.5%						
Hispanic	151	26.0%						
White	11	1.9%						
American Indian	1	0.2%						
Asian	1	0.2%						
Pacific Islander	0	0.0%						
Two or More Races	3	0.5%						
Student Attrition (2018-19):								
Total Student Attrition	158	32.8%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	7.5%	8.7%	2.9%	7.7%	7.5%	4.9%
Grade 2	5.0%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	0.0%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.9%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: YOUNG EL
 Campus Number: 101917130

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 612
 Grade Span: EE - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	14.7	17.5	19.0
Grade 1	18.7	18.4	18.9
Grade 2	18.3	17.9	18.8
Grade 3	14.0	16.8	19.0
Grade 4	15.6	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: YOUNG EL
 Campus Number: 101917130

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 612
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	65.0	100.0%	100.0%	100.0%
Professional Staff:	52.0	79.9%	58.1%	63.7%
Teachers	43.3	66.7%	44.9%	49.4%
Professional Support	6.6	10.2%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	3.1%	2.3%	3.0%
Educational Aides:	13.1	20.1%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	39.2	60.3%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.0	6.9%	9.9%	10.8%
Hispanic	22.0	50.8%	36.6%	28.1%
White	17.3	40.0%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.3%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	4.1	9.5%	24.5%	23.8%
Females	39.2	90.5%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	33.3	76.8%	75.8%	73.4%
Masters	10.1	23.2%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	6.9%	5.6%	7.4%
1-5 Years Experience	9.0	20.8%	32.5%	27.9%
6-10 Years Experience	9.1	21.0%	22.4%	19.4%
11-20 Years Experience	13.2	30.5%	27.9%	29.4%
Over 20 Years Experience	9.0	20.8%	11.6%	15.9%
Number of Students per Teacher	14.1	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: YOUNG EL
 Campus Number: 101917130

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 612
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	7.8	6.2
Average Years Experience of Principals with District	1.0	7.5	5.3
Average Years Experience of Assistant Principals	3.0	6.9	5.3
Average Years Experience of Assistant Principals with District	3.0	6.6	4.7
Average Years Experience of Teachers:	12.2	9.9	11.1
Average Years Experience of Teachers with District:	10.1	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,118	\$55,037	\$49,868
1-5 Years Experience	\$57,616	\$57,238	\$52,823
6-10 Years Experience	\$59,956	\$60,106	\$55,756
11-20 Years Experience	\$56,791	\$60,422	\$59,308
Over 20 Years Experience	\$55,162	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$57,243	\$59,499	\$57,091
Professional Support	\$69,684	\$73,749	\$67,352
Campus Administration (School Leadership)	\$94,267	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: YOUNG EL
 Campus Number: 101917130

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 612
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	18.9	43.7%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	20.2	46.5%	64.1%	70.9%
Special Education	4.2	9.8%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SPARKS ELEMENTARY**

Campus Number: **101917131**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: SPARKS ELEMENTARY
 Campus Number: 101917131

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 397
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

				African			American				Two or	Special	Special	Continu-	Non-		(Current			
				State	District	Campus	American	Hispanic	White	Indian	Asian	Pacific	Islander	More	Ed	Ed	ously	Continu-	Econ	&
														Races	(Current)	(Former)	Enrolled	ously	Disadv	Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																				
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%		

District Name: PASADENA ISD
 Campus Name: SPARKS ELEMENTARY
 Campus Number: 101917131

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 397
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: SPARKS ELEMENTARY
 Campus Number: 101917131

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 397
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 397
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 397
 Grade Span: EE - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	0%	0%	-	0%	-	-	-	-	-	*	0%	0%
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%	*	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
 Campus Name: SPARKS ELEMENTARY
 Campus Number: 101917131

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 422
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 397
 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													
2018-19	95.4%	94.4%	96.1%	95.2%	96.2%	93.7%	*	*	-	*	94.8%	96.1%	96.7%
2017-18	95.4%	94.2%	96.2%	96.5%	96.3%	92.1%	*	-	*	*	95.4%	96.2%	96.4%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: SPARKS ELEMENTARY
 Campus Number: 101917131

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 397
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: SPARKS ELEMENTARY
 Campus Number: 101917131

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 397
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: SPARKS ELEMENTARY
 Campus Number: 101917131

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 397
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: SPARKS ELEMENTARY
 Campus Number: 101917131

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 397
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: SPARKS ELEMENTARY
 Campus Number: 101917131

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 397
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: SPARKS ELEMENTARY
 Campus Number: 101917131

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 397
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: SPARKS ELEMENTARY
 Campus Number: 101917131

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 397
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 397
Grade Span: EE - 04
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	397	100.0%	52,792	5,479,173	397	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	13	3.3%	0.5%	0.3%	13	3.3%	0.5%	0.5%
Pre-Kindergarten	66	16.6%	4.6%	4.5%	66	16.6%	4.6%	4.5%
Kindergarten	71	17.9%	6.2%	7.0%	71	17.9%	6.2%	7.0%
Grade 1	56	14.1%	7.0%	7.1%	56	14.1%	7.0%	7.1%
Grade 2	62	15.6%	6.8%	7.1%	62	15.6%	6.8%	7.1%
Grade 3	68	17.1%	7.0%	7.1%	68	17.1%	7.0%	7.1%
Grade 4	61	15.4%	7.1%	7.3%	61	15.4%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	22	5.5%	7.4%	12.6%	22	5.5%	7.4%	12.6%
Hispanic	362	91.2%	83.3%	52.8%	362	91.2%	83.3%	52.8%
White	11	2.8%	5.5%	27.0%	11	2.8%	5.5%	27.0%
American Indian	1	0.3%	0.1%	0.4%	1	0.3%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.6%	0	0.0%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	1	0.3%	0.6%	2.5%	1	0.3%	0.7%	2.5%
Sex:								
Female	204	51.4%	48.4%	48.8%	204	51.4%	48.4%	48.8%
Male	193	48.6%	51.6%	51.2%	193	48.6%	51.6%	51.2%
Economically Disadvantaged	361	90.9%	78.8%	60.3%	361	90.9%	78.7%	60.2%
Non-Educationally Disadvantaged	36	9.1%	21.2%	39.7%	36	9.1%	21.3%	39.8%
Section 504 Students	22	5.5%	5.7%	6.9%	22	5.5%	5.7%	6.9%
English Learners (EL)	164	41.3%	29.0%	20.3%	164	41.3%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	18	4.5%	4.3%	4.1%	18	4.5%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	8	2.0%	1.2%	1.4%	8	2.0%	1.2%	1.4%
Immigrant	14	3.5%	2.8%	2.3%	14	3.5%	2.8%	2.3%
Migrant	4	1.0%	0.2%	0.3%	4	1.0%	0.2%	0.3%
Title I	397	100.0%	69.1%	65.1%	397	100.0%	69.1%	65.1%
Military Connected	1	0.3%	0.1%	1.9%	1	0.3%	0.1%	1.9%
At-Risk	250	63.0%	58.9%	50.6%	250	63.0%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: SPARKS ELEMENTARY
 Campus Number: 101917131

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 397
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	147	37.0%	27.4%	20.6%	147	37.0%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	14	3.5%	5.4%	8.1%	14	3.5%	5.4%	8.1%
Special Education	55	13.9%	11.4%	10.5%	55	13.9%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	55							
By Type of Primary Disability								
Students with Intellectual Disabilities	17	30.9%	44.3%	42.4%				
Students with Physical Disabilities	16	29.1%	17.5%	21.4%				
Students with Autism	9	16.4%	20.6%	13.8%				
Students with Behavioral Disabilities	8	14.5%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	5	9.1%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	75	22.5%	16.3%	15.3%				
By Ethnicity:								
African American	12	3.6%						
Hispanic	59	17.7%						
White	2	0.6%						
American Indian	1	0.3%						
Asian	1	0.3%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	100	28.9%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	9.0%	8.7%	2.9%	15.4%	7.5%	4.9%
Grade 2	0.0%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	3.2%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: SPARKS ELEMENTARY
 Campus Number: 101917131

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 397
 Grade Span: EE - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	22.5	17.5	19.0
Grade 1	16.5	18.4	18.9
Grade 2	18.0	17.9	18.8
Grade 3	13.5	16.8	19.0
Grade 4	14.0	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: SPARKS ELEMENTARY
 Campus Number: 101917131

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 397
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	54.4	100.0%	100.0%	100.0%
Professional Staff:	40.3	74.1%	58.1%	63.7%
Teachers	32.1	58.9%	44.9%	49.4%
Professional Support	6.3	11.5%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	3.7%	2.3%	3.0%
Educational Aides:	14.1	25.9%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	33.4	61.3%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.1	3.3%	9.9%	10.8%
Hispanic	17.0	53.0%	36.6%	28.1%
White	14.0	43.6%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	4.0	12.5%	24.5%	23.8%
Females	28.1	87.5%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	26.1	81.3%	75.8%	73.4%
Masters	5.0	15.6%	22.4%	24.5%
Doctorate	1.0	3.1%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.1%	5.6%	7.4%
1-5 Years Experience	15.1	47.0%	32.5%	27.9%
6-10 Years Experience	7.0	21.8%	22.4%	19.4%
11-20 Years Experience	3.0	9.4%	27.9%	29.4%
Over 20 Years Experience	6.0	18.7%	11.6%	15.9%
Number of Students per Teacher	12.4	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: SPARKS ELEMENTARY
 Campus Number: 101917131

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 397
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	7.8	6.2
Average Years Experience of Principals with District	12.0	7.5	5.3
Average Years Experience of Assistant Principals	11.0	6.9	5.3
Average Years Experience of Assistant Principals with District	11.0	6.6	4.7
Average Years Experience of Teachers:	8.8	9.9	11.1
Average Years Experience of Teachers with District:	7.2	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,739	\$55,037	\$49,868
1-5 Years Experience	\$57,558	\$57,238	\$52,823
6-10 Years Experience	\$59,697	\$60,106	\$55,756
11-20 Years Experience	\$63,484	\$60,422	\$59,308
Over 20 Years Experience	\$62,530	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,452	\$59,499	\$57,091
Professional Support	\$64,407	\$73,749	\$67,352
Campus Administration (School Leadership)	\$103,127	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: SPARKS ELEMENTARY
 Campus Number: 101917131

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 397
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	11.7	36.5%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	17.5	54.6%	64.1%	70.9%
Special Education	2.9	9.0%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **TURNER EL**

Campus Number: **101917132**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: TURNER EL
 Campus Number: 101917132

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 563
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

District Name: PASADENA ISD
 Campus Name: TURNER EL
 Campus Number: 101917132

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 563
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: TURNER EL
 Campus Number: 101917132

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 563
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

District Name: PASADENA ISD
 Campus Name: TURNER EL
 Campus Number: 101917132

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 563
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*

District Name: PASADENA ISD
 Campus Name: TURNER EL
 Campus Number: 101917132

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 563
 Grade Span: EE - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	-	-	-	-	-	-	-	-	*	-	*

District Name: PASADENA ISD
 Campus Name: TURNER EL
 Campus Number: 101917132

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 595
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 563
 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													
2018-19	95.4%	94.4%	95.5%	96.7%	95.2%	95.8%	*	97.5%	*	*	93.0%	95.0%	96.7%
2017-18	95.4%	94.2%	95.9%	96.1%	95.7%	96.0%	*	97.4%	*	*	94.0%	95.3%	96.1%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: TURNER EL
 Campus Number: 101917132

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 563
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: TURNER EL
 Campus Number: 101917132

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 563
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: TURNER EL
 Campus Number: 101917132

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 563
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: TURNER EL
 Campus Number: 101917132

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 563
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: TURNER EL
 Campus Number: 101917132

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 563
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: TURNER EL
 Campus Number: 101917132

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 563
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: TURNER EL
 Campus Number: 101917132

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 563
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: TURNER EL
 Campus Number: 101917132

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 563
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	563	100.0%	52,792	5,479,173	566	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	4	0.7%	0.5%	0.3%	7	1.2%	0.5%	0.5%
Pre-Kindergarten	58	10.3%	4.6%	4.5%	58	10.2%	4.6%	4.5%
Kindergarten	93	16.5%	6.2%	7.0%	93	16.4%	6.2%	7.0%
Grade 1	105	18.7%	7.0%	7.1%	105	18.6%	7.0%	7.1%
Grade 2	94	16.7%	6.8%	7.1%	94	16.6%	6.8%	7.1%
Grade 3	94	16.7%	7.0%	7.1%	94	16.6%	7.0%	7.1%
Grade 4	115	20.4%	7.1%	7.3%	115	20.3%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	25	4.4%	7.4%	12.6%	25	4.4%	7.4%	12.6%
Hispanic	394	70.0%	83.3%	52.8%	395	69.8%	83.3%	52.8%
White	121	21.5%	5.5%	27.0%	123	21.7%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	19	3.4%	3.0%	4.6%	19	3.4%	3.0%	4.6%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	3	0.5%	0.6%	2.5%	3	0.5%	0.7%	2.5%
Sex:								
Female	290	51.5%	48.4%	48.8%	291	51.4%	48.4%	48.8%
Male	273	48.5%	51.6%	51.2%	275	48.6%	51.6%	51.2%
Economically Disadvantaged	330	58.6%	78.8%	60.3%	331	58.5%	78.7%	60.2%
Non-Educationally Disadvantaged	233	41.4%	21.2%	39.7%	235	41.5%	21.3%	39.8%
Section 504 Students	20	3.6%	5.7%	6.9%	20	3.5%	5.7%	6.9%
English Learners (EL)	34	6.0%	29.0%	20.3%	34	6.0%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	20	3.6%	4.3%	4.1%	20	3.5%	4.3%	4.1%
Foster Care	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Homeless	2	0.4%	1.2%	1.4%	2	0.4%	1.2%	1.4%
Immigrant	0	0.0%	2.8%	2.3%	0	0.0%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	563	100.0%	69.1%	65.1%	566	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	148	26.3%	58.9%	50.6%	148	26.1%	58.9%	50.5%

District Name: PASADENA ISD
Campus Name: TURNER EL
Campus Number: 101917132

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 563
Grade Span: EE - 04
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	1	0.2%	27.4%	20.6%	1	0.2%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	19	3.4%	5.4%	8.1%	19	3.4%	5.4%	8.1%
Special Education	66	11.7%	11.4%	10.5%	69	12.2%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	66							
By Type of Primary Disability								
Students with Intellectual Disabilities	23	34.8%	44.3%	42.4%				
Students with Physical Disabilities	20	30.3%	17.5%	21.4%				
Students with Autism	15	22.7%	20.6%	13.8%				
Students with Behavioral Disabilities	*	*	16.2%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	72	15.2%	16.3%	15.3%				
By Ethnicity:								
African American	4	0.8%						
Hispanic	53	11.2%						
White	11	2.3%						
American Indian	1	0.2%						
Asian	2	0.4%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	113	24.1%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	13.5%	8.7%	2.9%	14.3%	7.5%	4.9%
Grade 2	0.0%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	1.1%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: TURNER EL
 Campus Number: 101917132

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 563
 Grade Span: EE - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.9	17.5	19.0
Grade 1	20.0	18.4	18.9
Grade 2	18.0	17.9	18.8
Grade 3	17.8	16.8	19.0
Grade 4	19.8	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
Campus Name: TURNER EL
Campus Number: 101917132

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 563
Grade Span: EE - 04
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	59.3	100.0%	100.0%	100.0%
Professional Staff:	46.4	78.2%	58.1%	63.7%
Teachers	38.9	65.7%	44.9%	49.4%
Professional Support	5.4	9.2%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	3.4%	2.3%	3.0%
Educational Aides:	12.9	21.8%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	12.1	20.5%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	2.0	5.1%	9.9%	10.8%
Hispanic	3.0	7.7%	36.6%	28.1%
White	33.9	87.2%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	4.1	10.5%	24.5%	23.8%
Females	34.8	89.5%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	33.7	86.5%	75.8%	73.4%
Masters	5.2	13.5%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	7.7%	5.6%	7.4%
1-5 Years Experience	13.0	33.4%	32.5%	27.9%
6-10 Years Experience	8.7	22.4%	22.4%	19.4%
11-20 Years Experience	8.3	21.3%	27.9%	29.4%
Over 20 Years Experience	5.9	15.1%	11.6%	15.9%
Number of Students per Teacher	14.5	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: TURNER EL
 Campus Number: 101917132

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 563
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	7.8	6.2
Average Years Experience of Principals with District	7.0	7.5	5.3
Average Years Experience of Assistant Principals	8.0	6.9	5.3
Average Years Experience of Assistant Principals with District	8.0	6.6	4.7
Average Years Experience of Teachers:	10.1	9.9	11.1
Average Years Experience of Teachers with District:	8.4	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,739	\$55,037	\$49,868
1-5 Years Experience	\$59,289	\$57,238	\$52,823
6-10 Years Experience	\$60,060	\$60,106	\$55,756
11-20 Years Experience	\$56,422	\$60,422	\$59,308
Over 20 Years Experience	\$56,069	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,090	\$59,499	\$57,091
Professional Support	\$64,738	\$73,749	\$67,352
Campus Administration (School Leadership)	\$101,517	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: TURNER EL
 Campus Number: 101917132

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 563
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	34.3	88.1%	64.1%	70.9%
Special Education	4.6	11.9%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MORALES ELEMENTARY**

Campus Number: **101917133**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: MORALES ELEMENTARY
 Campus Number: 101917133

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 485
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

				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)
State	District	Campus														
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%

District Name: PASADENA ISD
 Campus Name: MORALES ELEMENTARY
 Campus Number: 101917133

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 485
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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)
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%
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%

District Name: PASADENA ISD
 Campus Name: MORALES ELEMENTARY
 Campus Number: 101917133

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 485
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 485
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	-	*	*	-	-	-	-	*	*	*

District Name: PASADENA ISD
 Campus Name: MORALES ELEMENTARY
 Campus Number: 101917133

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 485
 Grade Span: EE - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	-	-	-	-	-	-	-	-	*	-	*

District Name: PASADENA ISD
 Campus Name: MORALES ELEMENTARY
 Campus Number: 101917133

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 486
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 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													
2018-19	95.4%	94.4%	95.5%	*	95.6%	93.7%	-	-	-	*	94.3%	95.5%	96.6%
2017-18	95.4%	94.2%	95.6%	*	95.8%	92.5%	-	*	-	*	94.5%	95.8%	96.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MORALES ELEMENTARY
 Campus Number: 101917133

Texas Education Agency
 Texas Academic Performance Report
 2019-20 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)
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MORALES ELEMENTARY
 Campus Number: 101917133

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 485
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: MORALES ELEMENTARY
 Campus Number: 101917133

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MORALES ELEMENTARY
 Campus Number: 101917133

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: MORALES ELEMENTARY
 Campus Number: 101917133

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: MORALES ELEMENTARY
 Campus Number: 101917133

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MORALES ELEMENTARY
 Campus Number: 101917133

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 485
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	485	100.0%	52,792	5,479,173	487	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	23	4.7%	0.5%	0.3%	25	5.1%	0.5%	0.5%
Pre-Kindergarten	46	9.5%	4.6%	4.5%	46	9.4%	4.6%	4.5%
Kindergarten	60	12.4%	6.2%	7.0%	60	12.3%	6.2%	7.0%
Grade 1	90	18.6%	7.0%	7.1%	90	18.5%	7.0%	7.1%
Grade 2	94	19.4%	6.8%	7.1%	94	19.3%	6.8%	7.1%
Grade 3	92	19.0%	7.0%	7.1%	92	18.9%	7.0%	7.1%
Grade 4	80	16.5%	7.1%	7.3%	80	16.4%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	0	0.0%	7.4%	12.6%	0	0.0%	7.4%	12.6%
Hispanic	468	96.5%	83.3%	52.8%	470	96.5%	83.3%	52.8%
White	12	2.5%	5.5%	27.0%	12	2.5%	5.5%	27.0%
American Indian	1	0.2%	0.1%	0.4%	1	0.2%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.6%	0	0.0%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	4	0.8%	0.6%	2.5%	4	0.8%	0.7%	2.5%
Sex:								
Female	252	52.0%	48.4%	48.8%	252	51.7%	48.4%	48.8%
Male	233	48.0%	51.6%	51.2%	235	48.3%	51.6%	51.2%
Economically Disadvantaged	433	89.3%	78.8%	60.3%	433	88.9%	78.7%	60.2%
Non-Educationally Disadvantaged	52	10.7%	21.2%	39.7%	54	11.1%	21.3%	39.8%
Section 504 Students	9	1.9%	5.7%	6.9%	9	1.8%	5.7%	6.9%
English Learners (EL)	226	46.6%	29.0%	20.3%	226	46.4%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	13	2.7%	4.3%	4.1%	13	2.7%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	14	2.9%	1.2%	1.4%	14	2.9%	1.2%	1.4%
Immigrant	6	1.2%	2.8%	2.3%	6	1.2%	2.8%	2.3%
Migrant	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Title I	485	100.0%	69.1%	65.1%	487	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	332	68.5%	58.9%	50.6%	332	68.2%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: MORALES ELEMENTARY
 Campus Number: 101917133

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 485
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	201	41.4%	27.4%	20.6%	201	41.3%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	3	0.6%	5.4%	8.1%	3	0.6%	5.4%	8.1%
Special Education	75	15.5%	11.4%	10.5%	77	15.8%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	75							
By Type of Primary Disability								
Students with Intellectual Disabilities	23	30.7%	44.3%	42.4%				
Students with Physical Disabilities	21	28.0%	17.5%	21.4%				
Students with Autism	18	24.0%	20.6%	13.8%				
Students with Behavioral Disabilities	*	*	16.2%	20.8%				
Students with Non-Categorical Early Childhood	**	**	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	44	11.4%	16.3%	15.3%				
By Ethnicity:								
African American	1	0.3%						
Hispanic	39	10.1%						
White	4	1.0%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	76	19.3%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	14.5%	8.7%	2.9%	12.5%	7.5%	4.9%
Grade 2	10.7%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	1.7%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
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 Campus Number: 101917133

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 485
 Grade Span: EE - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.0	17.5	19.0
Grade 1	16.3	18.4	18.9
Grade 2	19.3	17.9	18.8
Grade 3	15.7	16.8	19.0
Grade 4	15.3	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: MORALES ELEMENTARY
 Campus Number: 101917133

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 485
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	60.3	100.0%	100.0%	100.0%
Professional Staff:	45.1	74.9%	58.1%	63.7%
Teachers	37.2	61.7%	44.9%	49.4%
Professional Support	6.0	9.9%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	3.3%	2.3%	3.0%
Educational Aides:	15.1	25.1%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	42.2	70.0%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	4.0	10.8%	9.9%	10.8%
Hispanic	19.0	51.1%	36.6%	28.1%
White	13.2	35.4%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.7%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	0.1	0.3%	24.5%	23.8%
Females	37.1	99.7%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	28.1	75.7%	75.8%	73.4%
Masters	8.0	21.6%	22.4%	24.5%
Doctorate	1.0	2.7%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.7%	5.6%	7.4%
1-5 Years Experience	9.1	24.4%	32.5%	27.9%
6-10 Years Experience	14.0	37.7%	22.4%	19.4%
11-20 Years Experience	11.1	29.9%	27.9%	29.4%
Over 20 Years Experience	2.0	5.4%	11.6%	15.9%
Number of Students per Teacher	13.0	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: MORALES ELEMENTARY
 Campus Number: 101917133

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 485
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.8	6.2
Average Years Experience of Principals with District	5.0	7.5	5.3
Average Years Experience of Assistant Principals	6.0	6.9	5.3
Average Years Experience of Assistant Principals with District	6.0	6.6	4.7
Average Years Experience of Teachers:	9.0	9.9	11.1
Average Years Experience of Teachers with District:	7.6	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,739	\$55,037	\$49,868
1-5 Years Experience	\$57,042	\$57,238	\$52,823
6-10 Years Experience	\$60,283	\$60,106	\$55,756
11-20 Years Experience	\$52,390	\$60,422	\$59,308
Over 20 Years Experience	\$66,198	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$57,330	\$59,499	\$57,091
Professional Support	\$65,605	\$73,749	\$67,352
Campus Administration (School Leadership)	\$97,147	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: MORALES ELEMENTARY
 Campus Number: 101917133

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 485
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	12.7	34.2%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	19.2	51.6%	64.1%	70.9%
Special Education	5.3	14.2%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MATTHYS EL**

Campus Number: **101917134**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: MATTHYS EL
 Campus Number: 101917134

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 594
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

				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)
State	District	Campus														
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																
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%

District Name: PASADENA ISD
 Campus Name: MATTHYS EL
 Campus Number: 101917134

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 594
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: MATTHYS EL
 Campus Number: 101917134

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 594
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 594
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*

District Name: PASADENA ISD
 Campus Name: MATTHYS EL
 Campus Number: 101917134

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 594
 Grade Span: PK - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Participation

Total Students: 627
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 594
 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													
2018-19	95.4%	94.4%	95.9%	95.5%	96.0%	95.3%	*	*	-	-	94.1%	95.9%	96.6%
2017-18	95.4%	94.2%	96.2%	95.9%	96.2%	95.9%	*	*	-	-	95.8%	96.0%	96.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 594
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MATTHYS EL
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 594
 Grade Span: PK - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: MATTHYS EL
 Campus Number: 101917134

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 594
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 594
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MATTHYS EL
 Campus Number: 101917134

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 594
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 594
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: MATTHYS EL
 Campus Number: 101917134

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 594
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MATTHYS EL
 Campus Number: 101917134

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 594
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	594	100.0%	52,792	5,479,173	594	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	87	14.6%	4.6%	4.5%	87	14.6%	4.6%	4.5%
Kindergarten	80	13.5%	6.2%	7.0%	80	13.5%	6.2%	7.0%
Grade 1	108	18.2%	7.0%	7.1%	108	18.2%	7.0%	7.1%
Grade 2	107	18.0%	6.8%	7.1%	107	18.0%	6.8%	7.1%
Grade 3	99	16.7%	7.0%	7.1%	99	16.7%	7.0%	7.1%
Grade 4	113	19.0%	7.1%	7.3%	113	19.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	3	0.5%	7.4%	12.6%	3	0.5%	7.4%	12.6%
Hispanic	580	97.6%	83.3%	52.8%	580	97.6%	83.3%	52.8%
White	8	1.3%	5.5%	27.0%	8	1.3%	5.5%	27.0%
American Indian	1	0.2%	0.1%	0.4%	1	0.2%	0.1%	0.4%
Asian	2	0.3%	3.0%	4.6%	2	0.3%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	0.6%	2.5%	0	0.0%	0.7%	2.5%
Sex:								
Female	281	47.3%	48.4%	48.8%	281	47.3%	48.4%	48.8%
Male	313	52.7%	51.6%	51.2%	313	52.7%	51.6%	51.2%
Economically Disadvantaged	495	83.3%	78.8%	60.3%	495	83.3%	78.7%	60.2%
Non-Educationally Disadvantaged	99	16.7%	21.2%	39.7%	99	16.7%	21.3%	39.8%
Section 504 Students	24	4.0%	5.7%	6.9%	24	4.0%	5.7%	6.9%
English Learners (EL)	320	53.9%	29.0%	20.3%	320	53.9%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	22	3.7%	4.3%	4.1%	22	3.7%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	0	0.0%	1.2%	1.4%	0	0.0%	1.2%	1.4%
Immigrant	27	4.5%	2.8%	2.3%	27	4.5%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	594	100.0%	69.1%	65.1%	594	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	421	70.9%	58.9%	50.6%	421	70.9%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: MATTHYS EL
 Campus Number: 101917134

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 594
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	292	49.2%	27.4%	20.6%	292	49.2%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	15	2.5%	5.4%	8.1%	15	2.5%	5.4%	8.1%
Special Education	67	11.3%	11.4%	10.5%	67	11.3%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	67							
By Type of Primary Disability								
Students with Intellectual Disabilities	16	23.9%	44.3%	42.4%				
Students with Physical Disabilities	20	29.9%	17.5%	21.4%				
Students with Autism	21	31.3%	20.6%	13.8%				
Students with Behavioral Disabilities	10	14.9%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	60	12.1%	16.3%	15.3%				
By Ethnicity:								
African American	3	0.6%						
Hispanic	55	11.1%						
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 Attrition (2018-19):								
Total Student Attrition	80	15.8%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	9.8%	8.7%	2.9%	5.0%	7.5%	4.9%
Grade 2	6.6%	5.6%	1.6%	5.0%	2.6%	2.0%
Grade 3	3.0%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: MATTHYS EL
 Campus Number: 101917134

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 594
 Grade Span: PK - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.5	17.5	19.0
Grade 1	18.0	18.4	18.9
Grade 2	18.0	17.9	18.8
Grade 3	15.3	16.8	19.0
Grade 4	18.2	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: MATTHYS EL
 Campus Number: 101917134

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 594
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	69.7	100.0%	100.0%	100.0%
Professional Staff:	50.7	72.8%	58.1%	63.7%
Teachers	42.2	60.5%	44.9%	49.4%
Professional Support	6.5	9.4%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	2.9%	2.3%	3.0%
Educational Aides:	19.0	27.2%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	54.4	78.1%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	9.9%	10.8%
Hispanic	30.1	71.4%	36.6%	28.1%
White	10.1	23.9%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	2.0	4.7%	1.0%	1.1%
Males	2.0	4.7%	24.5%	23.8%
Females	40.2	95.3%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	36.2	85.8%	75.8%	73.4%
Masters	6.0	14.2%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	7.1%	5.6%	7.4%
1-5 Years Experience	17.0	40.3%	32.5%	27.9%
6-10 Years Experience	9.1	21.5%	22.4%	19.4%
11-20 Years Experience	11.1	26.3%	27.9%	29.4%
Over 20 Years Experience	2.0	4.7%	11.6%	15.9%
Number of Students per Teacher	14.1	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: MATTHYS EL
 Campus Number: 101917134

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 594
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	7.8	6.2
Average Years Experience of Principals with District	13.0	7.5	5.3
Average Years Experience of Assistant Principals	16.0	6.9	5.3
Average Years Experience of Assistant Principals with District	16.0	6.6	4.7
Average Years Experience of Teachers:	7.9	9.9	11.1
Average Years Experience of Teachers with District:	5.5	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$52,329	\$55,037	\$49,868
1-5 Years Experience	\$57,175	\$57,238	\$52,823
6-10 Years Experience	\$59,741	\$60,106	\$55,756
11-20 Years Experience	\$59,077	\$60,422	\$59,308
Over 20 Years Experience	\$66,888	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,344	\$59,499	\$57,091
Professional Support	\$66,453	\$73,749	\$67,352
Campus Administration (School Leadership)	\$104,237	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: MATTHYS EL
 Campus Number: 101917134

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 594
 Grade Span: PK - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	18.9	44.9%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	21.6	51.1%	64.1%	70.9%
Special Education	1.7	4.0%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MORRIS MIDDLE**

Campus Number: **101917135**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: MORRIS MIDDLE
 Campus Number: 101917135

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 827
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: MORRIS MIDDLE
 Campus Number: 101917135

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 827
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	72%	71%	99%	*	98%	100%	-	100%	-	-	*	-	99%	100%	98%	97%
	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%
	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%

District Name: PASADENA ISD
 Campus Name: MORRIS MIDDLE
 Campus Number: 101917135

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 827
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	62	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
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 827
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

District Name: PASADENA ISD
 Campus Name: MORRIS MIDDLE
 Campus Number: 101917135

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 827
 Grade Span: 05 - 06
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

District Name: PASADENA ISD
 Campus Name: MORRIS MIDDLE
 Campus Number: 101917135

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 881
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 827
 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													
2018-19	95.4%	94.4%	96.2%	95.0%	96.3%	94.5%	-	98.7%	*	97.6%	95.5%	96.1%	97.0%
2017-18	95.4%	94.2%	95.8%	95.0%	95.7%	94.6%	-	98.4%	*	96.8%	94.2%	95.6%	96.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MORRIS MIDDLE
 Campus Number: 101917135

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 827
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MORRIS MIDDLE
 Campus Number: 101917135

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 827
 Grade Span: 05 - 06
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: MORRIS MIDDLE
 Campus Number: 101917135

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 827
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 827
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MORRIS MIDDLE
 Campus Number: 101917135

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 827
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 827
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: MORRIS MIDDLE
 Campus Number: 101917135

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 827
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MORRIS MIDDLE
 Campus Number: 101917135

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 827
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	827	100.0%	52,792	5,479,173	827	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	397	48.0%	7.6%	7.6%	397	48.0%	7.6%	7.6%
Grade 6	430	52.0%	7.6%	7.7%	430	52.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	150	18.1%	7.4%	12.6%	150	18.1%	7.4%	12.6%
Hispanic	547	66.1%	83.3%	52.8%	547	66.1%	83.3%	52.8%
White	44	5.3%	5.5%	27.0%	44	5.3%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	71	8.6%	3.0%	4.6%	71	8.6%	3.0%	4.6%
Pacific Islander	3	0.4%	0.1%	0.2%	3	0.4%	0.1%	0.2%
Two or More Races	12	1.5%	0.6%	2.5%	12	1.5%	0.7%	2.5%
Sex:								
Female	368	44.5%	48.4%	48.8%	368	44.5%	48.4%	48.8%
Male	459	55.5%	51.6%	51.2%	459	55.5%	51.6%	51.2%
Economically Disadvantaged	607	73.4%	78.8%	60.3%	607	73.4%	78.7%	60.2%
Non-Educationally Disadvantaged	220	26.6%	21.2%	39.7%	220	26.6%	21.3%	39.8%
Section 504 Students	63	7.6%	5.7%	6.9%	63	7.6%	5.7%	6.9%
English Learners (EL)	181	21.9%	29.0%	20.3%	181	21.9%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	13	1.4%	1.6%	1.5%				
Students w/ Dyslexia	58	7.0%	4.3%	4.1%	58	7.0%	4.3%	4.1%
Foster Care	2	0.2%	0.1%	0.3%	2	0.2%	0.1%	0.3%
Homeless	3	0.4%	1.2%	1.4%	3	0.4%	1.2%	1.4%
Immigrant	11	1.3%	2.8%	2.3%	11	1.3%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	827	100.0%	69.1%	65.1%	827	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	439	53.1%	58.9%	50.6%	439	53.1%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: MORRIS MIDDLE
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Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 827
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	155	18.7%	27.4%	20.6%	155	18.7%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	60	7.3%	5.4%	8.1%	60	7.3%	5.4%	8.1%
Special Education	103	12.5%	11.4%	10.5%	103	12.5%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	103							
By Type of Primary Disability								
Students with Intellectual Disabilities	55	53.4%	44.3%	42.4%				
Students with Physical Disabilities	8	7.8%	17.5%	21.4%				
Students with Autism	21	20.4%	20.6%	13.8%				
Students with Behavioral Disabilities	19	18.4%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	117	12.3%	16.3%	15.3%				
By Ethnicity:								
African American	25	2.6%						
Hispanic	75	7.9%						
White	12	1.3%						
American Indian	0	0.0%						
Asian	2	0.2%						
Pacific Islander	0	0.0%						
Two or More Races	3	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	61	15.1%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	0.3%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	0.0%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 827
 Grade Span: 05 - 06
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	17.0	18.7	20.9
Grade 6	21.6	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

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Campus Number: 101917135

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 827
Grade Span: 05 - 06
School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	89.6	100.0%	100.0%	100.0%
Professional Staff:	73.1	81.6%	58.1%	63.7%
Teachers	62.5	69.7%	44.9%	49.4%
Professional Support	6.6	7.4%	9.8%	10.2%
Campus Administration (School Leadership)	4.0	4.5%	2.3%	3.0%
Educational Aides:	16.5	18.4%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	2.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	39.2	43.7%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	8.1	12.9%	9.9%	10.8%
Hispanic	16.9	27.0%	36.6%	28.1%
White	33.5	53.7%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	3.2%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	2.0	3.2%	1.0%	1.1%
Males	14.1	22.6%	24.5%	23.8%
Females	48.3	77.4%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	43.4	69.4%	75.8%	73.4%
Masters	18.1	29.0%	22.4%	24.5%
Doctorate	1.0	1.6%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.1	9.7%	5.6%	7.4%
1-5 Years Experience	18.0	28.8%	32.5%	27.9%
6-10 Years Experience	18.2	29.1%	22.4%	19.4%
11-20 Years Experience	15.2	24.3%	27.9%	29.4%
Over 20 Years Experience	5.0	8.0%	11.6%	15.9%
Number of Students per Teacher	13.2	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: MORRIS MIDDLE
 Campus Number: 101917135

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 827
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.8	6.2
Average Years Experience of Principals with District	2.0	7.5	5.3
Average Years Experience of Assistant Principals	7.0	6.9	5.3
Average Years Experience of Assistant Principals with District	6.7	6.6	4.7
Average Years Experience of Teachers:	9.0	9.9	11.1
Average Years Experience of Teachers with District:	6.0	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,030	\$55,037	\$49,868
1-5 Years Experience	\$56,511	\$57,238	\$52,823
6-10 Years Experience	\$59,923	\$60,106	\$55,756
11-20 Years Experience	\$63,256	\$60,422	\$59,308
Over 20 Years Experience	\$66,916	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,837	\$59,499	\$57,091
Professional Support	\$64,045	\$73,749	\$67,352
Campus Administration (School Leadership)	\$90,087	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: MORRIS MIDDLE
 Campus Number: 101917135

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 827
 Grade Span: 05 - 06
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	2.1	3.4%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	4.5	7.2%	1.7%	1.9%
Regular Education	47.7	76.4%	64.1%	70.9%
Special Education	8.1	13.0%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **DE ZAVALA MIDDLE SCHOOL**

Campus Number: **101917136**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: DE ZAVALA MIDDLE SCHOOL
 Campus Number: 101917136

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 738
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: DE ZAVALA MIDDLE SCHOOL
 Campus Number: 101917136

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 738
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	72%	71%	86%	-	89%	*	-	-	-	-	-	*	86%	-	83%	90%
	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%
	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%
	2019	50%	45%	30%	18%	30%	35%	-	-	*	*	28%	22%	32%	23%	30%	29%
At Masters Grade Level	2018	48%	42%	29%	20%	29%	32%	-	-	*	*	35%	23%	30%	23%	28%	26%
	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%
	2019	48%	42%	32%	19%	31%	43%	-	-	*	*	31%	19%	34%	22%	31%	29%
At Masters Grade Level	2018	46%	39%	29%	23%	29%	31%	-	-	*	*	33%	31%	30%	24%	28%	26%
	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%
	2019	52%	47%	30%	19%	31%	29%	-	-	*	*	27%	19%	32%	23%	30%	32%
At Masters Grade Level	2018	50%	43%	29%	23%	29%	29%	-	-	*	*	37%	27%	30%	25%	28%	27%
	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%
	2019	54%	50%	28%	17%	28%	33%	-	-	-	-	24%	33%	28%	27%	27%	25%
At Masters Grade Level	2018	51%	47%	28%	10%	28%	43%	-	-	*	-	32%	0%	32%	18%	28%	26%
	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%

District Name: PASADENA ISD
 Campus Name: DE ZAVALA MIDDLE SCHOOL
 Campus Number: 101917136

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 738
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	62	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 738
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 738
 Grade Span: 05 - 06
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 688
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 738
 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													
2018-19	95.4%	94.4%	95.0%	92.2%	95.2%	92.7%	*	-	*	*	92.1%	95.0%	95.9%
2017-18	95.4%	94.2%	94.7%	90.3%	95.0%	91.5%	*	-	*	*	93.0%	94.8%	95.8%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: DE ZAVALA MIDDLE SCHOOL
 Campus Number: 101917136

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 738
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: DE ZAVALA MIDDLE SCHOOL
 Campus Number: 101917136

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 738
 Grade Span: 05 - 06
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: DE ZAVALA MIDDLE SCHOOL
 Campus Number: 101917136

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 738
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: DE ZAVALA MIDDLE SCHOOL
 Campus Number: 101917136

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 738
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: DE ZAVALA MIDDLE SCHOOL
 Campus Number: 101917136

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 738
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: DE ZAVALA MIDDLE SCHOOL
 Campus Number: 101917136

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 738
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: DE ZAVALA MIDDLE SCHOOL
 Campus Number: 101917136

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 738
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: DE ZAVALA MIDDLE SCHOOL
 Campus Number: 101917136

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 738
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	738	100.0%	52,792	5,479,173	738	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	371	50.3%	7.6%	7.6%	371	50.3%	7.6%	7.6%
Grade 6	367	49.7%	7.6%	7.7%	367	49.7%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	21	2.8%	7.4%	12.6%	21	2.8%	7.4%	12.6%
Hispanic	694	94.0%	83.3%	52.8%	694	94.0%	83.3%	52.8%
White	21	2.8%	5.5%	27.0%	21	2.8%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	1	0.1%	3.0%	4.6%	1	0.1%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	1	0.1%	0.6%	2.5%	1	0.1%	0.7%	2.5%
Sex:								
Female	342	46.3%	48.4%	48.8%	342	46.3%	48.4%	48.8%
Male	396	53.7%	51.6%	51.2%	396	53.7%	51.6%	51.2%
Economically Disadvantaged	669	90.7%	78.8%	60.3%	669	90.7%	78.7%	60.2%
Non-Educationally Disadvantaged	69	9.3%	21.2%	39.7%	69	9.3%	21.3%	39.8%
Section 504 Students	59	8.0%	5.7%	6.9%	59	8.0%	5.7%	6.9%
English Learners (EL)	274	37.1%	29.0%	20.3%	274	37.1%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	2	0.3%	1.6%	1.5%				
Students w/ Dyslexia	50	6.8%	4.3%	4.1%	50	6.8%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	6	0.8%	1.2%	1.4%	6	0.8%	1.2%	1.4%
Immigrant	24	3.3%	2.8%	2.3%	24	3.3%	2.8%	2.3%
Migrant	2	0.3%	0.2%	0.3%	2	0.3%	0.2%	0.3%
Title I	738	100.0%	69.1%	65.1%	738	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	450	61.0%	58.9%	50.6%	450	61.0%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: DE ZAVALA MIDDLE SCHOOL
 Campus Number: 101917136

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 738
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	250	33.9%	27.4%	20.6%	250	33.9%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	52	7.0%	5.4%	8.1%	52	7.0%	5.4%	8.1%
Special Education	95	12.9%	11.4%	10.5%	95	12.9%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	95							
By Type of Primary Disability								
Students with Intellectual Disabilities	63	66.3%	44.3%	42.4%				
Students with Physical Disabilities	7	7.4%	17.5%	21.4%				
Students with Autism	11	11.6%	20.6%	13.8%				
Students with Behavioral Disabilities	14	14.7%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	106	14.2%	16.3%	15.3%				
By Ethnicity:								
African American	16	2.1%						
Hispanic	80	10.7%						
White	9	1.2%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.1%						
Student Attrition (2018-19):								
Total Student Attrition	53	14.4%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	0.0%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	0.4%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: DE ZAVALA MIDDLE SCHOOL
 Campus Number: 101917136

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 738
 Grade Span: 05 - 06
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	16.9	18.7	20.9
Grade 6	17.4	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: DE ZAVALA MIDDLE SCHOOL
 Campus Number: 101917136

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 738
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	78.7	100.0%	100.0%	100.0%
Professional Staff:	64.8	82.4%	58.1%	63.7%
Teachers	52.3	66.4%	44.9%	49.4%
Professional Support	9.5	12.1%	9.8%	10.2%
Campus Administration (School Leadership)	3.0	3.8%	2.3%	3.0%
Educational Aides:	13.9	17.6%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	2.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	47.7	60.6%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	6.2	11.8%	9.9%	10.8%
Hispanic	24.0	45.9%	36.6%	28.1%
White	20.1	38.5%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.9%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	1.9%	1.0%	1.1%
Males	9.2	17.6%	24.5%	23.8%
Females	43.1	82.4%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	43.2	82.7%	75.8%	73.4%
Masters	8.1	15.4%	22.4%	24.5%
Doctorate	1.0	1.9%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.0	11.5%	5.6%	7.4%
1-5 Years Experience	28.1	53.7%	32.5%	27.9%
6-10 Years Experience	10.0	19.1%	22.4%	19.4%
11-20 Years Experience	7.2	13.8%	27.9%	29.4%
Over 20 Years Experience	1.0	1.9%	11.6%	15.9%
Number of Students per Teacher	14.1	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: DE ZAVALA MIDDLE SCHOOL
 Campus Number: 101917136

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 738
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.8	6.2
Average Years Experience of Principals with District	5.0	7.5	5.3
Average Years Experience of Assistant Principals	2.0	6.9	5.3
Average Years Experience of Assistant Principals with District	2.0	6.6	4.7
Average Years Experience of Teachers:	6.3	9.9	11.1
Average Years Experience of Teachers with District:	5.4	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,739	\$55,037	\$49,868
1-5 Years Experience	\$58,133	\$57,238	\$52,823
6-10 Years Experience	\$60,859	\$60,106	\$55,756
11-20 Years Experience	\$56,886	\$60,422	\$59,308
Over 20 Years Experience	\$75,999	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,549	\$59,499	\$57,091
Professional Support	\$65,439	\$73,749	\$67,352
Campus Administration (School Leadership)	\$91,263	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: DE ZAVALA MIDDLE SCHOOL
 Campus Number: 101917136

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 738
 Grade Span: 05 - 06
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	4.3	8.1%	1.7%	1.9%
Regular Education	37.9	72.5%	64.1%	70.9%
Special Education	10.1	19.4%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **LAURA WELCH BUSH EL**

Campus Number: **101917137**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: LAURA WELCH BUSH EL
 Campus Number: 101917137

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 627
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: LAURA WELCH BUSH EL
 Campus Number: 101917137

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 627
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: LAURA WELCH BUSH EL
 Campus Number: 101917137

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 627
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 627
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*

District Name: PASADENA ISD
 Campus Name: LAURA WELCH BUSH EL
 Campus Number: 101917137

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 627
 Grade Span: PK - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	-	-	*	-	-	-	-	*	*	*

District Name: PASADENA ISD
 Campus Name: LAURA WELCH BUSH EL
 Campus Number: 101917137

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 651
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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%

District Name: PASADENA ISD
 Campus Name: LAURA WELCH BUSH EL
 Campus Number: 101917137

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

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													
2018-19	95.4%	94.4%	97.2%	96.5%	97.1%	97.0%	-	98.6%	*	95.4%	96.4%	97.0%	97.9%
2017-18	95.4%	94.2%	97.0%	96.8%	96.9%	97.1%	-	98.1%	*	*	96.2%	96.9%	97.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: LAURA WELCH BUSH EL
 Campus Number: 101917137

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: LAURA WELCH BUSH EL
 Campus Number: 101917137

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 627
 Grade Span: PK - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: LAURA WELCH BUSH EL
 Campus Number: 101917137

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: LAURA WELCH BUSH EL
 Campus Number: 101917137

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: LAURA WELCH BUSH EL
 Campus Number: 101917137

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: LAURA WELCH BUSH EL
 Campus Number: 101917137

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: LAURA WELCH BUSH EL
 Campus Number: 101917137

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: LAURA WELCH BUSH EL
 Campus Number: 101917137

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 627
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	627	100.0%	52,792	5,479,173	628	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	1	0.2%	0.5%	0.5%
Pre-Kindergarten	66	10.5%	4.6%	4.5%	66	10.5%	4.6%	4.5%
Kindergarten	102	16.3%	6.2%	7.0%	102	16.2%	6.2%	7.0%
Grade 1	122	19.5%	7.0%	7.1%	122	19.4%	7.0%	7.1%
Grade 2	105	16.7%	6.8%	7.1%	105	16.7%	6.8%	7.1%
Grade 3	116	18.5%	7.0%	7.1%	116	18.5%	7.0%	7.1%
Grade 4	116	18.5%	7.1%	7.3%	116	18.5%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	44	7.0%	7.4%	12.6%	44	7.0%	7.4%	12.6%
Hispanic	470	75.0%	83.3%	52.8%	471	75.0%	83.3%	52.8%
White	48	7.7%	5.5%	27.0%	48	7.6%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	57	9.1%	3.0%	4.6%	57	9.1%	3.0%	4.6%
Pacific Islander	5	0.8%	0.1%	0.2%	5	0.8%	0.1%	0.2%
Two or More Races	3	0.5%	0.6%	2.5%	3	0.5%	0.7%	2.5%
Sex:								
Female	322	51.4%	48.4%	48.8%	323	51.4%	48.4%	48.8%
Male	305	48.6%	51.6%	51.2%	305	48.6%	51.6%	51.2%
Economically Disadvantaged	400	63.8%	78.8%	60.3%	401	63.9%	78.7%	60.2%
Non-Educationally Disadvantaged	227	36.2%	21.2%	39.7%	227	36.1%	21.3%	39.8%
Section 504 Students	17	2.7%	5.7%	6.9%	17	2.7%	5.7%	6.9%
English Learners (EL)	213	34.0%	29.0%	20.3%	213	33.9%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	11	1.8%	4.3%	4.1%	11	1.8%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	2	0.3%	1.2%	1.4%	2	0.3%	1.2%	1.4%
Immigrant	6	1.0%	2.8%	2.3%	6	1.0%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	627	100.0%	69.1%	65.1%	628	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	348	55.5%	58.9%	50.6%	348	55.4%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: LAURA WELCH BUSH EL
 Campus Number: 101917137

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 627
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	305	48.6%	27.4%	20.6%	305	48.6%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	52	8.3%	5.4%	8.1%	52	8.3%	5.4%	8.1%
Special Education	62	9.9%	11.4%	10.5%	63	10.0%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	62							
By Type of Primary Disability								
Students with Intellectual Disabilities	9	14.5%	44.3%	42.4%				
Students with Physical Disabilities	35	56.5%	17.5%	21.4%				
Students with Autism	*	*	20.6%	13.8%				
Students with Behavioral Disabilities	15	24.2%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	57	10.8%	16.3%	15.3%				
By Ethnicity:								
African American	15	2.8%						
Hispanic	30	5.7%						
White	4	0.8%						
American Indian	0	0.0%						
Asian	7	1.3%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	67	13.0%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	11.6%	8.7%	2.9%	0.0%	7.5%	4.9%
Grade 2	9.3%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	3.6%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: LAURA WELCH BUSH EL
 Campus Number: 101917137

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 627
 Grade Span: PK - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.3	17.5	19.0
Grade 1	16.5	18.4	18.9
Grade 2	19.0	17.9	18.8
Grade 3	16.3	16.8	19.0
Grade 4	15.7	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: LAURA WELCH BUSH EL
 Campus Number: 101917137

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 627
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	67.9	100.0%	100.0%	100.0%
Professional Staff:	55.0	81.0%	58.1%	63.7%
Teachers	47.8	70.5%	44.9%	49.4%
Professional Support	5.2	7.6%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	2.9%	2.3%	3.0%
Educational Aides:	12.9	19.0%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	47.9	70.5%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.0	6.3%	9.9%	10.8%
Hispanic	26.8	56.1%	36.6%	28.1%
White	14.0	29.3%	49.3%	57.7%
American Indian	1.0	2.1%	0.2%	0.3%
Asian	2.0	4.2%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.1%	1.0%	1.1%
Males	5.0	10.5%	24.5%	23.8%
Females	42.8	89.5%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	36.0	75.3%	75.8%	73.4%
Masters	11.8	24.7%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.0	10.5%	5.6%	7.4%
1-5 Years Experience	10.0	20.9%	32.5%	27.9%
6-10 Years Experience	12.8	26.8%	22.4%	19.4%
11-20 Years Experience	15.0	31.4%	27.9%	29.4%
Over 20 Years Experience	5.0	10.5%	11.6%	15.9%
Number of Students per Teacher	13.1	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: LAURA WELCH BUSH EL
 Campus Number: 101917137

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 627
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.8	6.2
Average Years Experience of Principals with District	3.0	7.5	5.3
Average Years Experience of Assistant Principals	9.0	6.9	5.3
Average Years Experience of Assistant Principals with District	9.0	6.6	4.7
Average Years Experience of Teachers:	10.0	9.9	11.1
Average Years Experience of Teachers with District:	8.4	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,845	\$55,037	\$49,868
1-5 Years Experience	\$57,469	\$57,238	\$52,823
6-10 Years Experience	\$60,206	\$60,106	\$55,756
11-20 Years Experience	\$61,320	\$60,422	\$59,308
Over 20 Years Experience	\$67,226	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$60,157	\$59,499	\$57,091
Professional Support	\$67,250	\$73,749	\$67,352
Campus Administration (School Leadership)	\$98,787	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: LAURA WELCH BUSH EL
 Campus Number: 101917137

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 627
 Grade Span: PK - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	18.5	38.7%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	26.5	55.4%	64.1%	70.9%
Special Education	2.8	5.9%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SOUTH BELT EL**

Campus Number: **101917138**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: SOUTH BELT EL
 Campus Number: 101917138

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 648
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: SOUTH BELT EL
 Campus Number: 101917138

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 648
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: SOUTH BELT EL
 Campus Number: 101917138

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 648
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 648
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 648
 Grade Span: EE - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: SOUTH BELT EL
 Campus Number: 101917138

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 607
 Grade Span: EE - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 648
 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													
2018-19	95.4%	94.4%	96.6%	96.5%	96.7%	95.6%	*	97.2%	*	94.5%	97.1%	96.1%	96.8%
2017-18	95.4%	94.2%	96.2%	95.9%	96.5%	94.2%	-	97.5%	*	95.3%	94.6%	95.9%	97.1%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 648
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 648
 Grade Span: EE - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 648
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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Texas Education Agency
Texas Academic Performance Report
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Total Students: 648
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 648
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: SOUTH BELT EL
 Campus Number: 101917138

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 648
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: SOUTH BELT EL
 Campus Number: 101917138

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 648
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	648	100.0%	52,792	5,479,173	656	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	10	1.5%	0.5%	0.3%	18	2.7%	0.5%	0.5%
Pre-Kindergarten	54	8.3%	4.6%	4.5%	54	8.2%	4.6%	4.5%
Kindergarten	124	19.1%	6.2%	7.0%	124	18.9%	6.2%	7.0%
Grade 1	90	13.9%	7.0%	7.1%	90	13.7%	7.0%	7.1%
Grade 2	118	18.2%	6.8%	7.1%	118	18.0%	6.8%	7.1%
Grade 3	132	20.4%	7.0%	7.1%	132	20.1%	7.0%	7.1%
Grade 4	120	18.5%	7.1%	7.3%	120	18.3%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	101	15.6%	7.4%	12.6%	101	15.4%	7.4%	12.6%
Hispanic	373	57.6%	83.3%	52.8%	381	58.1%	83.3%	52.8%
White	66	10.2%	5.5%	27.0%	66	10.1%	5.5%	27.0%
American Indian	1	0.2%	0.1%	0.4%	1	0.2%	0.1%	0.4%
Asian	86	13.3%	3.0%	4.6%	86	13.1%	3.0%	4.6%
Pacific Islander	7	1.1%	0.1%	0.2%	7	1.1%	0.1%	0.2%
Two or More Races	14	2.2%	0.6%	2.5%	14	2.1%	0.7%	2.5%
Sex:								
Female	303	46.8%	48.4%	48.8%	308	47.0%	48.4%	48.8%
Male	345	53.2%	51.6%	51.2%	348	53.0%	51.6%	51.2%
Economically Disadvantaged	342	52.8%	78.8%	60.3%	343	52.3%	78.7%	60.2%
Non-Educationally Disadvantaged	306	47.2%	21.2%	39.7%	313	47.7%	21.3%	39.8%
Section 504 Students	31	4.8%	5.7%	6.9%	31	4.7%	5.7%	6.9%
English Learners (EL)	68	10.5%	29.0%	20.3%	68	10.4%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	16	2.5%	4.3%	4.1%	16	2.4%	4.3%	4.1%
Foster Care	2	0.3%	0.1%	0.3%	2	0.3%	0.1%	0.3%
Homeless	11	1.7%	1.2%	1.4%	11	1.7%	1.2%	1.4%
Immigrant	10	1.5%	2.8%	2.3%	10	1.5%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	648	100.0%	69.1%	65.1%	656	100.0%	69.1%	65.1%
Military Connected	3	0.5%	0.1%	1.9%	3	0.5%	0.1%	1.9%
At-Risk	325	50.2%	58.9%	50.6%	325	49.5%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: SOUTH BELT EL
 Campus Number: 101917138

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 648
 Grade Span: EE - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	36	5.6%	27.4%	20.6%	36	5.5%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	32	4.9%	5.4%	8.1%	32	4.9%	5.4%	8.1%
Special Education	81	12.5%	11.4%	10.5%	88	13.4%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	81							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	44.3%	42.4%				
Students with Physical Disabilities	44	54.3%	17.5%	21.4%				
Students with Autism	26	32.1%	20.6%	13.8%				
Students with Behavioral Disabilities	*	*	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	62	11.7%	16.3%	15.3%				
By Ethnicity:								
African American	22	4.2%						
Hispanic	29	5.5%						
White	4	0.8%						
American Indian	0	0.0%						
Asian	5	0.9%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.4%						
Student Attrition (2018-19):								
Total Student Attrition	77	16.2%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	3.1%	8.7%	2.9%	4.5%	7.5%	4.9%
Grade 2	2.1%	5.6%	1.6%	7.7%	2.6%	2.0%
Grade 3	1.9%	2.9%	0.9%	7.1%	0.8%	0.8%
Grade 4	0.8%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: SOUTH BELT EL
 Campus Number: 101917138

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 648
 Grade Span: EE - 04
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.1	17.5	19.0
Grade 1	14.7	18.4	18.9
Grade 2	18.9	17.9	18.8
Grade 3	21.2	16.8	19.0
Grade 4	18.7	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: SOUTH BELT EL
 Campus Number: 101917138

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 648
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	70.8	100.0%	100.0%	100.0%
Professional Staff:	57.9	81.8%	58.1%	63.7%
Teachers	49.5	70.0%	44.9%	49.4%
Professional Support	6.4	9.0%	9.8%	10.2%
Campus Administration (School Leadership)	2.0	2.8%	2.3%	3.0%
Educational Aides:	12.9	18.2%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	29.6	41.8%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.6	7.2%	9.9%	10.8%
Hispanic	8.0	16.1%	36.6%	28.1%
White	31.0	62.5%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	6.0	12.1%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.0%	1.0%	1.1%
Males	3.1	6.3%	24.5%	23.8%
Females	46.4	93.7%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	35.2	71.1%	75.8%	73.4%
Masters	14.3	28.9%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.0	8.1%	5.6%	7.4%
1-5 Years Experience	14.5	29.3%	32.5%	27.9%
6-10 Years Experience	15.1	30.5%	22.4%	19.4%
11-20 Years Experience	14.2	28.6%	27.9%	29.4%
Over 20 Years Experience	1.7	3.5%	11.6%	15.9%
Number of Students per Teacher	13.1	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: SOUTH BELT EL
 Campus Number: 101917138

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 648
 Grade Span: EE - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	21.0	7.8	6.2
Average Years Experience of Principals with District	21.0	7.5	5.3
Average Years Experience of Assistant Principals	4.0	6.9	5.3
Average Years Experience of Assistant Principals with District	4.0	6.6	4.7
Average Years Experience of Teachers:	8.2	9.9	11.1
Average Years Experience of Teachers with District:	7.3	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,339	\$55,037	\$49,868
1-5 Years Experience	\$57,316	\$57,238	\$52,823
6-10 Years Experience	\$59,962	\$60,106	\$55,756
11-20 Years Experience	\$60,551	\$60,422	\$59,308
Over 20 Years Experience	\$67,493	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,325	\$59,499	\$57,091
Professional Support	\$65,499	\$73,749	\$67,352
Campus Administration (School Leadership)	\$101,737	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: SOUTH BELT EL
 Campus Number: 101917138

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 648
 Grade Span: EE - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	41.4	83.7%	64.1%	70.9%
Special Education	8.1	16.3%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **CARTER LOMAX MIDDLE**

Campus Number: **101917139**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: CARTER LOMAX MIDDLE
 Campus Number: 101917139

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 684
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

District Name: PASADENA ISD
 Campus Name: CARTER LOMAX MIDDLE
 Campus Number: 101917139

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 684
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	72%	71%	100%	*	100%	100%	-	100%	-	-	*	-	100%	100%	100%	100%
	2019	43%	38%	84%	*	85%	78%	*	89%	-	*	*	-	83%	93%	78%	83%
	2018	40%	33%	90%	*	89%	93%	-	86%	-	-	*	-	90%	87%	90%	86%
	2019	17%	9%	33%	*	28%	39%	*	67%	-	*	*	*	31%	43%	31%	28%
	2018	18%	11%	51%	*	39%	60%	-	86%	-	-	*	-	51%	53%	52%	46%
	2019	17%	9%	33%	*	28%	39%	*	67%	-	*	*	*	31%	43%	31%	28%
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%

District Name: PASADENA ISD
 Campus Name: CARTER LOMAX MIDDLE
 Campus Number: 101917139

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 684
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	62	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 684
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

District Name: PASADENA ISD
 Campus Name: CARTER LOMAX MIDDLE
 Campus Number: 101917139

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 684
 Grade Span: 05 - 06
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

District Name: PASADENA ISD
 Campus Name: CARTER LOMAX MIDDLE
 Campus Number: 101917139

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 680
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 684
 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													
2018-19	95.4%	94.4%	96.0%	95.8%	96.1%	95.4%	*	98.6%	*	94.1%	96.0%	95.7%	95.8%
2017-18	95.4%	94.2%	96.1%	95.9%	96.1%	95.5%	*	98.3%	*	96.3%	95.7%	95.9%	96.5%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: CARTER LOMAX MIDDLE
 Campus Number: 101917139

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 684
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: CARTER LOMAX MIDDLE
 Campus Number: 101917139

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 684
 Grade Span: 05 - 06
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: CARTER LOMAX MIDDLE
 Campus Number: 101917139

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 684
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: CARTER LOMAX MIDDLE
 Campus Number: 101917139

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 684
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: CARTER LOMAX MIDDLE
 Campus Number: 101917139

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 684
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: CARTER LOMAX MIDDLE
 Campus Number: 101917139

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 684
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: CARTER LOMAX MIDDLE
 Campus Number: 101917139

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 684
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: CARTER LOMAX MIDDLE
 Campus Number: 101917139

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 684
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	684	100.0%	52,792	5,479,173	684	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	335	49.0%	7.6%	7.6%	335	49.0%	7.6%	7.6%
Grade 6	349	51.0%	7.6%	7.7%	349	51.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	19	2.8%	7.4%	12.6%	19	2.8%	7.4%	12.6%
Hispanic	535	78.2%	83.3%	52.8%	535	78.2%	83.3%	52.8%
White	100	14.6%	5.5%	27.0%	100	14.6%	5.5%	27.0%
American Indian	1	0.1%	0.1%	0.4%	1	0.1%	0.1%	0.4%
Asian	25	3.7%	3.0%	4.6%	25	3.7%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	4	0.6%	0.6%	2.5%	4	0.6%	0.7%	2.5%
Sex:								
Female	334	48.8%	48.4%	48.8%	334	48.8%	48.4%	48.8%
Male	350	51.2%	51.6%	51.2%	350	51.2%	51.6%	51.2%
Economically Disadvantaged	461	67.4%	78.8%	60.3%	461	67.4%	78.7%	60.2%
Non-Educationally Disadvantaged	223	32.6%	21.2%	39.7%	223	32.6%	21.3%	39.8%
Section 504 Students	69	10.1%	5.7%	6.9%	69	10.1%	5.7%	6.9%
English Learners (EL)	125	18.3%	29.0%	20.3%	125	18.3%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	2	0.3%	1.6%	1.5%				
Students w/ Dyslexia	49	7.2%	4.3%	4.1%	49	7.2%	4.3%	4.1%
Foster Care	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Homeless	5	0.7%	1.2%	1.4%	5	0.7%	1.2%	1.4%
Immigrant	9	1.3%	2.8%	2.3%	9	1.3%	2.8%	2.3%
Migrant	2	0.3%	0.2%	0.3%	2	0.3%	0.2%	0.3%
Title I	684	100.0%	69.1%	65.1%	684	100.0%	69.1%	65.1%
Military Connected	2	0.3%	0.1%	1.9%	2	0.3%	0.1%	1.9%
At-Risk	368	53.8%	58.9%	50.6%	368	53.8%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: CARTER LOMAX MIDDLE
 Campus Number: 101917139

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 684
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	105	15.4%	27.4%	20.6%	105	15.4%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	67	9.8%	5.4%	8.1%	67	9.8%	5.4%	8.1%
Special Education	77	11.3%	11.4%	10.5%	77	11.3%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	77							
By Type of Primary Disability								
Students with Intellectual Disabilities	35	45.5%	44.3%	42.4%				
Students with Physical Disabilities	11	14.3%	17.5%	21.4%				
Students with Autism	15	19.5%	20.6%	13.8%				
Students with Behavioral Disabilities	16	20.8%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	73	10.1%	16.3%	15.3%				
By Ethnicity:								
African American	4	0.6%						
Hispanic	50	6.9%						
White	15	2.1%						
American Indian	0	0.0%						
Asian	2	0.3%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	35	10.3%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	0.0%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	0.0%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: CARTER LOMAX MIDDLE
 Campus Number: 101917139

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 684
 Grade Span: 05 - 06
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	20.4	18.7	20.9
Grade 6	22.9	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: CARTER LOMAX MIDDLE
 Campus Number: 101917139

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 684
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	67.9	100.0%	100.0%	100.0%
Professional Staff:	57.1	84.1%	58.1%	63.7%
Teachers	46.0	67.6%	44.9%	49.4%
Professional Support	8.2	12.0%	9.8%	10.2%
Campus Administration (School Leadership)	3.0	4.4%	2.3%	3.0%
Educational Aides:	10.8	15.9%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	2.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	30.9	45.4%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.2%	9.9%	10.8%
Hispanic	15.0	32.6%	36.6%	28.1%
White	29.0	63.0%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.2%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	10.0	21.8%	24.5%	23.8%
Females	36.0	78.2%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	37.0	80.4%	75.8%	73.4%
Masters	9.0	19.6%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.0	13.0%	5.6%	7.4%
1-5 Years Experience	16.0	34.8%	32.5%	27.9%
6-10 Years Experience	10.0	21.8%	22.4%	19.4%
11-20 Years Experience	7.0	15.2%	27.9%	29.4%
Over 20 Years Experience	7.0	15.2%	11.6%	15.9%
Number of Students per Teacher	14.9	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: CARTER LOMAX MIDDLE
 Campus Number: 101917139

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 684
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	7.8	6.2
Average Years Experience of Principals with District	13.0	7.5	5.3
Average Years Experience of Assistant Principals	10.5	6.9	5.3
Average Years Experience of Assistant Principals with District	7.5	6.6	4.7
Average Years Experience of Teachers:	8.5	9.9	11.1
Average Years Experience of Teachers with District:	6.9	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,072	\$55,037	\$49,868
1-5 Years Experience	\$57,282	\$57,238	\$52,823
6-10 Years Experience	\$60,284	\$60,106	\$55,756
11-20 Years Experience	\$59,061	\$60,422	\$59,308
Over 20 Years Experience	\$68,271	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,723	\$59,499	\$57,091
Professional Support	\$67,099	\$73,749	\$67,352
Campus Administration (School Leadership)	\$95,783	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: CARTER LOMAX MIDDLE
 Campus Number: 101917139

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 684
 Grade Span: 05 - 06
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	1.2	2.6%	1.7%	1.9%
Regular Education	36.4	79.2%	64.1%	70.9%
Special Education	8.4	18.2%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MELILLO MIDDLE**

Campus Number: **101917140**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: MELILLO MIDDLE
 Campus Number: 101917140

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 672
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: MELILLO MIDDLE
 Campus Number: 101917140

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 672
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	72%	71%	100%	100%	100%	100%	-	100%	-	*	*	-	100%	100%	100%	100%
	2019	43%	38%	86%	83%	82%	75%	-	95%	*	*	-	*	84%	100%	80%	88%
	2018	40%	33%	82%	73%	81%	70%	-	95%	-	*	*	-	83%	80%	83%	92%
	2019	17%	9%	38%	50%	28%	50%	-	48%	*	*	-	*	36%	56%	30%	38%
At Masters Grade Level	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%

District Name: PASADENA ISD
 Campus Name: MELILLO MIDDLE
 Campus Number: 101917140

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 672
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	62	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 672
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 672
 Grade Span: 05 - 06
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

District Name: PASADENA ISD
 Campus Name: MELILLO MIDDLE
 Campus Number: 101917140

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 717
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 672
 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													
2018-19	95.4%	94.4%	96.6%	96.3%	96.5%	95.4%	-	98.7%	*	96.3%	95.5%	96.5%	96.4%
2017-18	95.4%	94.2%	96.6%	96.4%	96.4%	95.7%	*	98.6%	*	95.9%	95.7%	96.6%	96.8%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MELILLO MIDDLE
 Campus Number: 101917140

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 672
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MELILLO MIDDLE
 Campus Number: 101917140

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 672
 Grade Span: 05 - 06
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: MELILLO MIDDLE
 Campus Number: 101917140

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 672
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: MELILLO MIDDLE
 Campus Number: 101917140

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 672
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MELILLO MIDDLE
 Campus Number: 101917140

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 672
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: MELILLO MIDDLE
 Campus Number: 101917140

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 672
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: MELILLO MIDDLE
 Campus Number: 101917140

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 672
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MELILLO MIDDLE
 Campus Number: 101917140

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 672
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	672	100.0%	52,792	5,479,173	673	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	326	48.5%	7.6%	7.6%	326	48.4%	7.6%	7.6%
Grade 6	346	51.5%	7.6%	7.7%	347	51.6%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	95	14.1%	7.4%	12.6%	96	14.3%	7.4%	12.6%
Hispanic	441	65.6%	83.3%	52.8%	441	65.5%	83.3%	52.8%
White	56	8.3%	5.5%	27.0%	56	8.3%	5.5%	27.0%
American Indian	1	0.1%	0.1%	0.4%	1	0.1%	0.1%	0.4%
Asian	69	10.3%	3.0%	4.6%	69	10.3%	3.0%	4.6%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	9	1.3%	0.6%	2.5%	9	1.3%	0.7%	2.5%
Sex:								
Female	313	46.6%	48.4%	48.8%	313	46.5%	48.4%	48.8%
Male	359	53.4%	51.6%	51.2%	360	53.5%	51.6%	51.2%
Economically Disadvantaged	419	62.4%	78.8%	60.3%	419	62.3%	78.7%	60.2%
Non-Educationally Disadvantaged	253	37.6%	21.2%	39.7%	254	37.7%	21.3%	39.8%
Section 504 Students	61	9.1%	5.7%	6.9%	61	9.1%	5.7%	6.9%
English Learners (EL)	74	11.0%	29.0%	20.3%	74	11.0%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	2	0.3%	1.6%	1.5%				
Students w/ Dyslexia	45	6.7%	4.3%	4.1%	45	6.7%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	7	1.0%	1.2%	1.4%	7	1.0%	1.2%	1.4%
Immigrant	9	1.3%	2.8%	2.3%	9	1.3%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	672	100.0%	69.1%	65.1%	673	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	310	46.1%	58.9%	50.6%	310	46.1%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: MELILLO MIDDLE
 Campus Number: 101917140

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 672
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	53	7.9%	27.4%	20.6%	53	7.9%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	78	11.6%	5.4%	8.1%	78	11.6%	5.4%	8.1%
Special Education	87	12.9%	11.4%	10.5%	88	13.1%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	87							
By Type of Primary Disability								
Students with Intellectual Disabilities	41	47.1%	44.3%	42.4%				
Students with Physical Disabilities	12	13.8%	17.5%	21.4%				
Students with Autism	25	28.7%	20.6%	13.8%				
Students with Behavioral Disabilities	9	10.3%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	76	9.9%	16.3%	15.3%				
By Ethnicity:								
African American	18	2.3%						
Hispanic	46	6.0%						
White	9	1.2%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	3	0.4%						
Student Attrition (2018-19):								
Total Student Attrition	41	12.3%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	0.0%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	0.0%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: MELILLO MIDDLE
 Campus Number: 101917140

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 672
 Grade Span: 05 - 06
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	18.5	18.7	20.9
Grade 6	19.8	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: MELILLO MIDDLE
 Campus Number: 101917140

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 672
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	78.0	100.0%	100.0%	100.0%
Professional Staff:	64.4	82.6%	58.1%	63.7%
Teachers	53.9	69.1%	44.9%	49.4%
Professional Support	7.5	9.7%	9.8%	10.2%
Campus Administration (School Leadership)	3.0	3.8%	2.3%	3.0%
Educational Aides:	13.6	17.4%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	2.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	40.9	52.4%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	7.0	13.0%	9.9%	10.8%
Hispanic	14.9	27.6%	36.6%	28.1%
White	30.0	55.7%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	3.7%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	6.0	11.2%	24.5%	23.8%
Females	47.9	88.8%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	42.9	79.6%	75.8%	73.4%
Masters	11.0	20.4%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.9	5.3%	5.6%	7.4%
1-5 Years Experience	20.0	37.1%	32.5%	27.9%
6-10 Years Experience	15.0	27.8%	22.4%	19.4%
11-20 Years Experience	10.0	18.6%	27.9%	29.4%
Over 20 Years Experience	6.0	11.1%	11.6%	15.9%
Number of Students per Teacher	12.5	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: MELILLO MIDDLE
 Campus Number: 101917140

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 672
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	7.8	6.2
Average Years Experience of Principals with District	12.0	7.5	5.3
Average Years Experience of Assistant Principals	6.5	6.9	5.3
Average Years Experience of Assistant Principals with District	6.5	6.6	4.7
Average Years Experience of Teachers:	8.8	9.9	11.1
Average Years Experience of Teachers with District:	7.5	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,139	\$55,037	\$49,868
1-5 Years Experience	\$56,914	\$57,238	\$52,823
6-10 Years Experience	\$59,989	\$60,106	\$55,756
11-20 Years Experience	\$63,235	\$60,422	\$59,308
Over 20 Years Experience	\$64,341	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,571	\$59,499	\$57,091
Professional Support	\$64,674	\$73,749	\$67,352
Campus Administration (School Leadership)	\$92,257	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
Campus Name: MELILLO MIDDLE
Campus Number: 101917140

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 672
Grade Span: 05 - 06
School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.6	1.2%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	4.6	8.6%	1.7%	1.9%
Regular Education	42.3	78.5%	64.1%	70.9%
Special Education	6.3	11.7%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **EARNESTEEN MILSTEAD MIDDLE**

Campus Number: **101917141**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: EARNESTEEN MILSTEAD MIDDLE
 Campus Number: 101917141

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 812
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: EARNESTEEN MILSTEAD MIDDLE
 Campus Number: 101917141

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 812
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	72%	71%	99%	*	99%	100%	-	-	-	*	*	-	100%	92%	99%	98%
	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%
	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%
	2019	50%	45%	42%	40%	42%	55%	*	57%	-	38%	40%	27%	45%	33%	40%	38%
At Meets Grade Level or Above	2018	48%	42%	42%	23%	43%	58%	-	75%	-	40%	31%	40%	45%	29%	40%	43%
	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%
	2019	48%	42%	39%	45%	38%	46%	*	*	-	*	30%	22%	41%	30%	36%	33%
At Meets Grade Level or Above	2018	46%	39%	38%	22%	38%	59%	-	*	-	*	21%	23%	40%	28%	35%	37%
	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%
	2019	52%	47%	46%	36%	47%	57%	*	*	-	*	47%	33%	49%	35%	45%	46%
At Meets Grade Level or Above	2018	50%	43%	48%	28%	48%	66%	-	*	-	*	37%	54%	52%	33%	46%	50%
	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%
	2019	54%	50%	41%	40%	40%	73%	*	*	-	*	45%	*	43%	33%	38%	34%
At Meets Grade Level or Above	2018	51%	47%	40%	16%	41%	44%	-	*	-	*	39%	44%	43%	25%	39%	43%
	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%

District Name: PASADENA ISD
 Campus Name: EARNESTEEN MILSTEAD MIDDLE
 Campus Number: 101917141

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 812
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	62	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 812
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
 Campus Name: EARNESTEEN MILSTEAD MIDDLE
 Campus Number: 101917141

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 812
 Grade Span: 05 - 06
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

District Name: PASADENA ISD
 Campus Name: EARNESTEEN MILSTEAD MIDDLE
 Campus Number: 101917141

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 828
 Grade Span: 05 - 06
 School Type: Middle

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 812
 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													
2018-19	95.4%	94.4%	96.2%	94.8%	96.4%	95.2%	*	*	-	*	95.0%	96.1%	97.1%
2017-18	95.4%	94.2%	95.8%	94.1%	96.1%	92.8%	-	*	-	*	93.8%	95.7%	96.5%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: EARNESTEEN MILSTEAD MIDDLE
 Campus Number: 101917141

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 812
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: EARNESTEEN MILSTEAD MIDDLE
 Campus Number: 101917141

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 812
 Grade Span: 05 - 06
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: EARNESTEEN MILSTEAD MIDDLE
 Campus Number: 101917141

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 812
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 812
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: EARNESTEEN MILSTEAD MIDDLE
 Campus Number: 101917141

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 812
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: EARNESTEEN MILSTEAD MIDDLE
 Campus Number: 101917141

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 812
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: EARNESTEEN MILSTEAD MIDDLE
 Campus Number: 101917141

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 812
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: EARNESTEEN MILSTEAD MIDDLE
 Campus Number: 101917141

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 812
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	812	100.0%	52,792	5,479,173	813	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	404	49.8%	7.6%	7.6%	405	49.8%	7.6%	7.6%
Grade 6	408	50.2%	7.6%	7.7%	408	50.2%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	61	7.5%	7.4%	12.6%	62	7.6%	7.4%	12.6%
Hispanic	719	88.5%	83.3%	52.8%	719	88.4%	83.3%	52.8%
White	24	3.0%	5.5%	27.0%	24	3.0%	5.5%	27.0%
American Indian	2	0.2%	0.1%	0.4%	2	0.2%	0.1%	0.4%
Asian	3	0.4%	3.0%	4.6%	3	0.4%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	3	0.4%	0.6%	2.5%	3	0.4%	0.7%	2.5%
Sex:								
Female	379	46.7%	48.4%	48.8%	379	46.6%	48.4%	48.8%
Male	433	53.3%	51.6%	51.2%	434	53.4%	51.6%	51.2%
Economically Disadvantaged	698	86.0%	78.8%	60.3%	699	86.0%	78.7%	60.2%
Non-Educationally Disadvantaged	114	14.0%	21.2%	39.7%	114	14.0%	21.3%	39.8%
Section 504 Students	50	6.2%	5.7%	6.9%	50	6.2%	5.7%	6.9%
English Learners (EL)	333	41.0%	29.0%	20.3%	333	41.0%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	4	0.4%	1.6%	1.5%				
Students w/ Dyslexia	39	4.8%	4.3%	4.1%	39	4.8%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	12	1.5%	1.2%	1.4%	12	1.5%	1.2%	1.4%
Immigrant	41	5.0%	2.8%	2.3%	41	5.0%	2.8%	2.3%
Migrant	3	0.4%	0.2%	0.3%	3	0.4%	0.2%	0.3%
Title I	812	100.0%	69.1%	65.1%	813	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	583	71.8%	58.9%	50.6%	583	71.7%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: EARNESTEEN MILSTEAD MIDDLE
 Campus Number: 101917141

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 812
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	356	43.8%	27.4%	20.6%	356	43.8%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	66	8.1%	5.4%	8.1%	66	8.1%	5.4%	8.1%
Special Education	90	11.1%	11.4%	10.5%	91	11.2%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	90							
By Type of Primary Disability								
Students with Intellectual Disabilities	40	44.4%	44.3%	42.4%				
Students with Physical Disabilities	10	11.1%	17.5%	21.4%				
Students with Autism	26	28.9%	20.6%	13.8%				
Students with Behavioral Disabilities	14	15.6%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	140	15.2%	16.3%	15.3%				
By Ethnicity:								
African American	21	2.3%						
Hispanic	108	11.7%						
White	8	0.9%						
American Indian	0	0.0%						
Asian	2	0.2%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.1%						
Student Attrition (2018-19):								
Total Student Attrition	81	19.3%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	0.8%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	0.0%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: EARNESTEEN MILSTEAD MIDDLE
 Campus Number: 101917141

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 812
 Grade Span: 05 - 06
 School Type: Middle

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	19.2	18.7	20.9
Grade 6	18.9	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	17.5	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: EARNESTEEN MILSTEAD MIDDLE
 Campus Number: 101917141

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 812
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	92.1	100.0%	100.0%	100.0%
Professional Staff:	74.5	80.9%	58.1%	63.7%
Teachers	61.4	66.7%	44.9%	49.4%
Professional Support	10.1	11.0%	9.8%	10.2%
Campus Administration (School Leadership)	3.0	3.3%	2.3%	3.0%
Educational Aides:	17.6	19.1%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	2.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	59.2	64.3%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	8.1	13.2%	9.9%	10.8%
Hispanic	26.0	42.4%	36.6%	28.1%
White	25.3	41.2%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.6%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	1.6%	1.0%	1.1%
Males	11.1	18.0%	24.5%	23.8%
Females	50.3	82.0%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	50.2	81.9%	75.8%	73.4%
Masters	11.1	18.1%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.1	0.1%	5.6%	7.4%
1-5 Years Experience	21.0	34.2%	32.5%	27.9%
6-10 Years Experience	19.1	31.1%	22.4%	19.4%
11-20 Years Experience	15.8	25.7%	27.9%	29.4%
Over 20 Years Experience	5.5	8.9%	11.6%	15.9%
Number of Students per Teacher	13.2	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: EARNESTEEN MILSTEAD MIDDLE
 Campus Number: 101917141

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 812
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	7.8	6.2
Average Years Experience of Principals with District	9.0	7.5	5.3
Average Years Experience of Assistant Principals	7.5	6.9	5.3
Average Years Experience of Assistant Principals with District	7.5	6.6	4.7
Average Years Experience of Teachers:	9.2	9.9	11.1
Average Years Experience of Teachers with District:	6.7	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,739	\$55,037	\$49,868
1-5 Years Experience	\$56,310	\$57,238	\$52,823
6-10 Years Experience	\$58,939	\$60,106	\$55,756
11-20 Years Experience	\$62,484	\$60,422	\$59,308
Over 20 Years Experience	\$67,224	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,683	\$59,499	\$57,091
Professional Support	\$68,080	\$73,749	\$67,352
Campus Administration (School Leadership)	\$95,397	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: EARNESTEEN MILSTEAD MIDDLE
 Campus Number: 101917141

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 812
 Grade Span: 05 - 06
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	3.8	6.2%	1.7%	1.9%
Regular Education	43.1	70.2%	64.1%	70.9%
Special Education	11.9	19.4%	14.2%	9.3%
Other	2.6	4.2%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **RICK SCHNEIDER MIDDLE**

Campus Number: **101917142**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: RICK SCHNEIDER MIDDLE
 Campus Number: 101917142

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 772
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: RICK SCHNEIDER MIDDLE
 Campus Number: 101917142

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 772
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	72%	71%	100%	-	100%	*	-	*	-	-	-	-	100%	-	100%	100%
	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%
	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%
	2019	50%	45%	31%	23%	32%	31%	*	55%	-	*	28%	16%	33%	26%	30%	31%
At Masters Grade Level	2018	48%	42%	31%	26%	31%	46%	-	53%	-	60%	24%	29%	33%	25%	31%	31%
	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%
	2019	48%	42%	30%	32%	30%	26%	*	*	-	*	23%	8%	32%	25%	29%	27%
At Masters Grade Level	2018	46%	39%	31%	25%	32%	40%	-	43%	-	*	21%	35%	34%	24%	31%	30%
	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%
	2019	52%	47%	28%	18%	29%	22%	*	*	-	*	26%	8%	29%	26%	27%	31%
At Masters Grade Level	2018	50%	43%	31%	29%	31%	40%	-	57%	-	*	25%	29%	33%	26%	31%	32%
	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%
	2019	54%	50%	38%	17%	40%	63%	*	*	-	-	41%	50%	40%	31%	36%	42%
At Masters Grade Level	2018	51%	47%	30%	23%	30%	*	-	*	-	*	28%	13%	32%	24%	30%	30%
	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%

District Name: PASADENA ISD
 Campus Name: RICK SCHNEIDER MIDDLE
 Campus Number: 101917142

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 772
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	62	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 772
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	-	*	-	-	-	-	-	-	*	-

District Name: PASADENA ISD
 Campus Name: RICK SCHNEIDER MIDDLE
 Campus Number: 101917142

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 772
 Grade Span: 05 - 06
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

District Name: PASADENA ISD
 Campus Name: RICK SCHNEIDER MIDDLE
 Campus Number: 101917142

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 761
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 772
 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													
2018-19	95.4%	94.4%	95.3%	94.3%	95.3%	96.5%	*	*	-	*	94.2%	95.2%	95.7%
2017-18	95.4%	94.2%	95.4%	94.5%	95.4%	96.3%	*	97.8%	*	*	94.0%	95.3%	95.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: RICK SCHNEIDER MIDDLE
 Campus Number: 101917142

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 772
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: RICK SCHNEIDER MIDDLE
 Campus Number: 101917142

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 772
 Grade Span: 05 - 06
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: RICK SCHNEIDER MIDDLE
 Campus Number: 101917142

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 772
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: RICK SCHNEIDER MIDDLE
 Campus Number: 101917142

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 772
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: RICK SCHNEIDER MIDDLE
 Campus Number: 101917142

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 772
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 772
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: RICK SCHNEIDER MIDDLE
 Campus Number: 101917142

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 772
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: RICK SCHNEIDER MIDDLE
Campus Number: 101917142

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 772
Grade Span: 05 - 06
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	772	100.0%	52,792	5,479,173	772	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	378	49.0%	7.6%	7.6%	378	49.0%	7.6%	7.6%
Grade 6	394	51.0%	7.6%	7.7%	394	51.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	80	10.4%	7.4%	12.6%	80	10.4%	7.4%	12.6%
Hispanic	654	84.7%	83.3%	52.8%	654	84.7%	83.3%	52.8%
White	24	3.1%	5.5%	27.0%	24	3.1%	5.5%	27.0%
American Indian	5	0.6%	0.1%	0.4%	5	0.6%	0.1%	0.4%
Asian	7	0.9%	3.0%	4.6%	7	0.9%	3.0%	4.6%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	1	0.1%	0.6%	2.5%	1	0.1%	0.7%	2.5%
Sex:								
Female	364	47.2%	48.4%	48.8%	364	47.2%	48.4%	48.8%
Male	408	52.8%	51.6%	51.2%	408	52.8%	51.6%	51.2%
Economically Disadvantaged	709	91.8%	78.8%	60.3%	709	91.8%	78.7%	60.2%
Non-Educationally Disadvantaged	63	8.2%	21.2%	39.7%	63	8.2%	21.3%	39.8%
Section 504 Students	50	6.5%	5.7%	6.9%	50	6.5%	5.7%	6.9%
English Learners (EL)	294	38.1%	29.0%	20.3%	294	38.1%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	10	1.2%	1.6%	1.5%				
Students w/ Dyslexia	52	6.7%	4.3%	4.1%	52	6.7%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	12	1.6%	1.2%	1.4%	12	1.6%	1.2%	1.4%
Immigrant	29	3.8%	2.8%	2.3%	29	3.8%	2.8%	2.3%
Migrant	1	0.1%	0.2%	0.3%	1	0.1%	0.2%	0.3%
Title I	772	100.0%	69.1%	65.1%	772	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	493	63.9%	58.9%	50.6%	493	63.9%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: RICK SCHNEIDER MIDDLE
 Campus Number: 101917142

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 772
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	278	36.0%	27.4%	20.6%	278	36.0%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	29	3.8%	5.4%	8.1%	29	3.8%	5.4%	8.1%
Special Education	92	11.9%	11.4%	10.5%	92	11.9%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	92							
By Type of Primary Disability								
Students with Intellectual Disabilities	53	57.6%	44.3%	42.4%				
Students with Physical Disabilities	5	5.4%	17.5%	21.4%				
Students with Autism	9	9.8%	20.6%	13.8%				
Students with Behavioral Disabilities	25	27.2%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	146	17.1%	16.3%	15.3%				
By Ethnicity:								
African American	34	4.0%						
Hispanic	91	10.7%						
White	15	1.8%						
American Indian	5	0.6%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.1%						
Student Attrition (2018-19):								
Total Student Attrition	67	17.6%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	0.6%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	0.0%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 772
 Grade Span: 05 - 06
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	16.3	18.7	20.9
Grade 6	18.0	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: RICK SCHNEIDER MIDDLE
 Campus Number: 101917142

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 772
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	80.5	100.0%	100.0%	100.0%
Professional Staff:	64.8	80.5%	58.1%	63.7%
Teachers	55.1	68.4%	44.9%	49.4%
Professional Support	6.8	8.4%	9.8%	10.2%
Campus Administration (School Leadership)	3.0	3.7%	2.3%	3.0%
Educational Aides:	15.7	19.5%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	2.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	48.7	60.5%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	10.8	19.5%	9.9%	10.8%
Hispanic	18.1	32.8%	36.6%	28.1%
White	24.3	44.1%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.8%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	1.8%	1.0%	1.1%
Males	17.0	30.8%	24.5%	23.8%
Females	38.1	69.2%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.8	1.4%	0.8%	1.3%
Bachelors	43.3	78.5%	75.8%	73.4%
Masters	10.1	18.3%	22.4%	24.5%
Doctorate	1.0	1.8%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.8	6.8%	5.6%	7.4%
1-5 Years Experience	26.0	47.2%	32.5%	27.9%
6-10 Years Experience	9.2	16.7%	22.4%	19.4%
11-20 Years Experience	13.1	23.9%	27.9%	29.4%
Over 20 Years Experience	3.0	5.4%	11.6%	15.9%
Number of Students per Teacher	14.0	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: RICK SCHNEIDER MIDDLE
 Campus Number: 101917142

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 772
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.8	6.2
Average Years Experience of Principals with District	5.0	7.5	5.3
Average Years Experience of Assistant Principals	2.0	6.9	5.3
Average Years Experience of Assistant Principals with District	2.0	6.6	4.7
Average Years Experience of Teachers:	7.7	9.9	11.1
Average Years Experience of Teachers with District:	6.2	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,379	\$55,037	\$49,868
1-5 Years Experience	\$57,189	\$57,238	\$52,823
6-10 Years Experience	\$60,004	\$60,106	\$55,756
11-20 Years Experience	\$62,482	\$60,422	\$59,308
Over 20 Years Experience	\$67,138	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,408	\$59,499	\$57,091
Professional Support	\$68,437	\$73,749	\$67,352
Campus Administration (School Leadership)	\$91,097	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: RICK SCHNEIDER MIDDLE
 Campus Number: 101917142

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 772
 Grade Span: 05 - 06
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	0.1%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	1.5	2.6%	1.7%	1.9%
Regular Education	43.6	79.2%	64.1%	70.9%
Special Education	10.0	18.1%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **BOBBY SHAW MIDDLE**

Campus Number: **101917143**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: BOBBY SHAW MIDDLE
 Campus Number: 101917143

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 772
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: BOBBY SHAW MIDDLE
 Campus Number: 101917143

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 772
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	72%	71%	98%	*	98%	*	-	-	-	-	*	-	98%	100%	98%	97%
	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%
	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%
	2019	50%	45%	29%	17%	30%	32%	-	*	-	*	28%	13%	30%	28%	28%	28%
At Masters Grade Level	2018	48%	42%	32%	14%	31%	51%	-	-	-	*	32%	38%	33%	26%	31%	28%
	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%
	2019	48%	42%	30%	18%	30%	33%	-	*	-	*	28%	17%	30%	30%	29%	27%
At Masters Grade Level	2018	46%	39%	32%	13%	32%	43%	-	-	-	*	29%	35%	34%	26%	31%	28%
	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%
	2019	52%	47%	30%	10%	30%	24%	-	*	-	*	27%	5%	31%	24%	28%	29%
At Masters Grade Level	2018	50%	43%	34%	20%	34%	61%	-	-	-	*	38%	41%	35%	30%	34%	33%
	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%
	2019	54%	50%	27%	25%	26%	45%	-	*	-	-	32%	25%	26%	31%	26%	26%
At Masters Grade Level	2018	51%	47%	27%	*	26%	45%	-	-	-	*	26%	38%	28%	20%	24%	22%
	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%

District Name: PASADENA ISD
 Campus Name: BOBBY SHAW MIDDLE
 Campus Number: 101917143

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 772
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	62	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

District Name: PASADENA ISD
 Campus Name: BOBBY SHAW MIDDLE
 Campus Number: 101917143

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 772
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

District Name: PASADENA ISD
 Campus Name: BOBBY SHAW MIDDLE
 Campus Number: 101917143

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 772
 Grade Span: 05 - 06
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		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%

District Name: PASADENA ISD
 Campus Name: BOBBY SHAW MIDDLE
 Campus Number: 101917143

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 789
 Grade Span: 05 - 06
 School Type: Middle

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 772
 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													
2018-19	95.4%	94.4%	94.6%	91.3%	94.8%	91.3%	-	*	-	*	91.7%	94.6%	95.5%
2017-18	95.4%	94.2%	94.5%	93.2%	94.7%	90.2%	*	-	-	*	90.7%	94.5%	95.4%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: BOBBY SHAW MIDDLE
 Campus Number: 101917143

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 772
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: BOBBY SHAW MIDDLE
 Campus Number: 101917143

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 772
 Grade Span: 05 - 06
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: BOBBY SHAW MIDDLE
 Campus Number: 101917143

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 772
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
 Campus Name: BOBBY SHAW MIDDLE
 Campus Number: 101917143

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 772
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: BOBBY SHAW MIDDLE
 Campus Number: 101917143

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 772
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: BOBBY SHAW MIDDLE
 Campus Number: 101917143

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 772
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: BOBBY SHAW MIDDLE
 Campus Number: 101917143

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 772
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: BOBBY SHAW MIDDLE
 Campus Number: 101917143

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 772
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	772	100.0%	52,792	5,479,173	772	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	396	51.3%	7.6%	7.6%	396	51.3%	7.6%	7.6%
Grade 6	376	48.7%	7.6%	7.7%	376	48.7%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	21	2.7%	7.4%	12.6%	21	2.7%	7.4%	12.6%
Hispanic	728	94.3%	83.3%	52.8%	728	94.3%	83.3%	52.8%
White	22	2.8%	5.5%	27.0%	22	2.8%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.6%	0	0.0%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	1	0.1%	0.6%	2.5%	1	0.1%	0.7%	2.5%
Sex:								
Female	352	45.6%	48.4%	48.8%	352	45.6%	48.4%	48.8%
Male	420	54.4%	51.6%	51.2%	420	54.4%	51.6%	51.2%
Economically Disadvantaged	679	88.0%	78.8%	60.3%	679	88.0%	78.7%	60.2%
Non-Educationally Disadvantaged	93	12.0%	21.2%	39.7%	93	12.0%	21.3%	39.8%
Section 504 Students	62	8.0%	5.7%	6.9%	62	8.0%	5.7%	6.9%
English Learners (EL)	291	37.7%	29.0%	20.3%	291	37.7%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	5	0.6%	1.6%	1.5%				
Students w/ Dyslexia	49	6.3%	4.3%	4.1%	49	6.3%	4.3%	4.1%
Foster Care	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Homeless	8	1.0%	1.2%	1.4%	8	1.0%	1.2%	1.4%
Immigrant	19	2.5%	2.8%	2.3%	19	2.5%	2.8%	2.3%
Migrant	1	0.1%	0.2%	0.3%	1	0.1%	0.2%	0.3%
Title I	772	100.0%	69.1%	65.1%	772	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	600	77.7%	58.9%	50.6%	600	77.7%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: BOBBY SHAW MIDDLE
 Campus Number: 101917143

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 772
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	260	33.7%	27.4%	20.6%	260	33.7%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	43	5.6%	5.4%	8.1%	43	5.6%	5.4%	8.1%
Special Education	89	11.5%	11.4%	10.5%	89	11.5%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	89							
By Type of Primary Disability								
Students with Intellectual Disabilities	46	51.7%	44.3%	42.4%				
Students with Physical Disabilities	*	*	17.5%	21.4%				
Students with Autism	20	22.5%	20.6%	13.8%				
Students with Behavioral Disabilities	**	**	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	116	13.7%	16.3%	15.3%				
By Ethnicity:								
African American	8	0.9%						
Hispanic	103	12.2%						
White	4	0.5%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.1%						
Student Attrition (2018-19):								
Total Student Attrition	62	16.3%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	0.0%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	0.3%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: BOBBY SHAW MIDDLE
 Campus Number: 101917143

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 772
 Grade Span: 05 - 06
 School Type: Middle

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	17.7	18.7	20.9
Grade 6	20.1	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: BOBBY SHAW MIDDLE
 Campus Number: 101917143

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 772
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	81.5	100.0%	100.0%	100.0%
Professional Staff:	67.9	83.3%	58.1%	63.7%
Teachers	56.3	69.1%	44.9%	49.4%
Professional Support	8.6	10.5%	9.8%	10.2%
Campus Administration (School Leadership)	3.0	3.7%	2.3%	3.0%
Educational Aides:	13.6	16.7%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	2.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	49.6	60.9%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	6.0	10.7%	9.9%	10.8%
Hispanic	24.0	42.6%	36.6%	28.1%
White	25.3	44.9%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.8%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	17.0	30.2%	24.5%	23.8%
Females	39.3	69.8%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	45.5	80.8%	75.8%	73.4%
Masters	9.8	17.5%	22.4%	24.5%
Doctorate	1.0	1.8%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	10.0	17.8%	5.6%	7.4%
1-5 Years Experience	19.5	34.5%	32.5%	27.9%
6-10 Years Experience	12.0	21.4%	22.4%	19.4%
11-20 Years Experience	8.8	15.7%	27.9%	29.4%
Over 20 Years Experience	6.0	10.7%	11.6%	15.9%
Number of Students per Teacher	13.7	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: BOBBY SHAW MIDDLE
 Campus Number: 101917143

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 772
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.8	6.2
Average Years Experience of Principals with District	5.0	7.5	5.3
Average Years Experience of Assistant Principals	3.5	6.9	5.3
Average Years Experience of Assistant Principals with District	3.5	6.6	4.7
Average Years Experience of Teachers:	7.2	9.9	11.1
Average Years Experience of Teachers with District:	4.6	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,919	\$55,037	\$49,868
1-5 Years Experience	\$57,370	\$57,238	\$52,823
6-10 Years Experience	\$58,697	\$60,106	\$55,756
11-20 Years Experience	\$60,216	\$60,422	\$59,308
Over 20 Years Experience	\$65,775	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,738	\$59,499	\$57,091
Professional Support	\$65,383	\$73,749	\$67,352
Campus Administration (School Leadership)	\$91,577	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
Campus Name: BOBBY SHAW MIDDLE
Campus Number: 101917143

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 772
Grade Span: 05 - 06
School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	3.9	6.8%	1.7%	1.9%
Regular Education	43.4	77.0%	64.1%	70.9%
Special Education	9.1	16.2%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **KELLER MIDDLE**

Campus Number: **101917144**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: KELLER MIDDLE
 Campus Number: 101917144

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 710
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: KELLER MIDDLE
 Campus Number: 101917144

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 710
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	72%	71%	97%	-	97%	*	-	-	-	-	*	-	97%	*	96%	92%
	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%
	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%
	2019	50%	45%	39%	28%	39%	50%	*	-	*	*	17%	45%	40%	37%	39%	40%
At Meets Grade Level or Above	2018	48%	42%	38%	33%	37%	52%	*	40%	-	-	18%	29%	39%	31%	36%	36%
	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%
	2019	48%	42%	36%	25%	35%	49%	*	-	*	*	16%	25%	37%	29%	35%	32%
At Meets Grade Level or Above	2018	46%	39%	36%	20%	36%	46%	*	*	-	-	14%	17%	38%	28%	35%	33%
	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%
	2019	52%	47%	40%	24%	41%	46%	*	-	*	*	21%	50%	41%	40%	40%	45%
At Meets Grade Level or Above	2018	50%	43%	43%	47%	42%	54%	*	*	-	-	21%	33%	43%	39%	41%	43%
	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%
	2019	54%	50%	45%	43%	44%	61%	*	-	-	*	15%	67%	44%	46%	43%	46%
At Meets Grade Level or Above	2018	51%	47%	31%	30%	29%	61%	-	*	-	-	22%	*	33%	22%	30%	27%
	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%

District Name: PASADENA ISD
 Campus Name: KELLER MIDDLE
 Campus Number: 101917144

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 710
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	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	62	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 710
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	-	*	-	-	-	-	-	-	*	-

District Name: PASADENA ISD
 Campus Name: KELLER MIDDLE
 Campus Number: 101917144

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 710
 Grade Span: 05 - 06
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

District Name: PASADENA ISD
 Campus Name: KELLER MIDDLE
 Campus Number: 101917144

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 717
 Grade Span: 05 - 06
 School Type: Middle

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 710
 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													
2018-19	95.4%	94.4%	95.5%	95.2%	95.7%	93.1%	*	-	*	*	93.8%	95.4%	95.7%
2017-18	95.4%	94.2%	95.5%	94.7%	95.7%	93.2%	*	*	-	*	93.8%	95.4%	95.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: KELLER MIDDLE
 Campus Number: 101917144

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 710
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: KELLER MIDDLE
 Campus Number: 101917144

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 710
 Grade Span: 05 - 06
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: KELLER MIDDLE
 Campus Number: 101917144

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 710
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 710
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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: KELLER MIDDLE
 Campus Number: 101917144

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 710
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: KELLER MIDDLE
 Campus Number: 101917144

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 710
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: KELLER MIDDLE
 Campus Number: 101917144

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 710
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 710
Grade Span: 05 - 06
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	710	100.0%	52,792	5,479,173	710	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	353	49.7%	7.6%	7.6%	353	49.7%	7.6%	7.6%
Grade 6	357	50.3%	7.6%	7.7%	357	50.3%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	35	4.9%	7.4%	12.6%	35	4.9%	7.4%	12.6%
Hispanic	622	87.6%	83.3%	52.8%	622	87.6%	83.3%	52.8%
White	48	6.8%	5.5%	27.0%	48	6.8%	5.5%	27.0%
American Indian	1	0.1%	0.1%	0.4%	1	0.1%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.6%	0	0.0%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	4	0.6%	0.6%	2.5%	4	0.6%	0.7%	2.5%
Sex:								
Female	334	47.0%	48.4%	48.8%	334	47.0%	48.4%	48.8%
Male	376	53.0%	51.6%	51.2%	376	53.0%	51.6%	51.2%
Economically Disadvantaged	632	89.0%	78.8%	60.3%	632	89.0%	78.7%	60.2%
Non-Educationally Disadvantaged	78	11.0%	21.2%	39.7%	78	11.0%	21.3%	39.8%
Section 504 Students	75	10.6%	5.7%	6.9%	75	10.6%	5.7%	6.9%
English Learners (EL)	221	31.1%	29.0%	20.3%	221	31.1%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	8	1.0%	1.6%	1.5%				
Students w/ Dyslexia	54	7.6%	4.3%	4.1%	54	7.6%	4.3%	4.1%
Foster Care	3	0.4%	0.1%	0.3%	3	0.4%	0.1%	0.3%
Homeless	8	1.1%	1.2%	1.4%	8	1.1%	1.2%	1.4%
Immigrant	16	2.3%	2.8%	2.3%	16	2.3%	2.8%	2.3%
Migrant	3	0.4%	0.2%	0.3%	3	0.4%	0.2%	0.3%
Title I	710	100.0%	69.1%	65.1%	710	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	429	60.4%	58.9%	50.6%	429	60.4%	58.9%	50.5%

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 710
Grade Span: 05 - 06
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	194	27.3%	27.4%	20.6%	194	27.3%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	62	8.7%	5.4%	8.1%	62	8.7%	5.4%	8.1%
Special Education	103	14.5%	11.4%	10.5%	103	14.5%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	103							
By Type of Primary Disability								
Students with Intellectual Disabilities	34	33.0%	44.3%	42.4%				
Students with Physical Disabilities	8	7.8%	17.5%	21.4%				
Students with Autism	34	33.0%	20.6%	13.8%				
Students with Behavioral Disabilities	27	26.2%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	100	12.9%	16.3%	15.3%				
By Ethnicity:								
African American	11	1.4%						
Hispanic	76	9.8%						
White	9	1.2%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	1	0.1%						
Two or More Races	3	0.4%						
Student Attrition (2018-19):								
Total Student Attrition	51	14.4%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	0.0%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	0.6%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: KELLER MIDDLE
 Campus Number: 101917144

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 710
 Grade Span: 05 - 06
 School Type: Middle

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	19.2	18.7	20.9
Grade 6	19.7	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 710
Grade Span: 05 - 06
School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	78.5	100.0%	100.0%	100.0%
Professional Staff:	62.0	78.9%	58.1%	63.7%
Teachers	50.5	64.4%	44.9%	49.4%
Professional Support	8.4	10.8%	9.8%	10.2%
Campus Administration (School Leadership)	3.0	3.8%	2.3%	3.0%
Educational Aides:	16.5	21.1%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	2.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	36.9	47.0%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	6.9	13.6%	9.9%	10.8%
Hispanic	15.0	29.7%	36.6%	28.1%
White	27.7	54.8%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.0%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	16.9	33.4%	24.5%	23.8%
Females	33.7	66.6%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	39.5	78.2%	75.8%	73.4%
Masters	11.0	21.8%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.0	7.9%	5.6%	7.4%
1-5 Years Experience	17.9	35.5%	32.5%	27.9%
6-10 Years Experience	11.6	23.0%	22.4%	19.4%
11-20 Years Experience	12.0	23.8%	27.9%	29.4%
Over 20 Years Experience	5.0	9.9%	11.6%	15.9%
Number of Students per Teacher	14.1	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: KELLER MIDDLE
 Campus Number: 101917144

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 710
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.8	6.2
Average Years Experience of Principals with District	2.0	7.5	5.3
Average Years Experience of Assistant Principals	7.5	6.9	5.3
Average Years Experience of Assistant Principals with District	7.0	6.6	4.7
Average Years Experience of Teachers:	8.8	9.9	11.1
Average Years Experience of Teachers with District:	7.3	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,989	\$55,037	\$49,868
1-5 Years Experience	\$57,215	\$57,238	\$52,823
6-10 Years Experience	\$59,735	\$60,106	\$55,756
11-20 Years Experience	\$63,316	\$60,422	\$59,308
Over 20 Years Experience	\$58,574	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,281	\$59,499	\$57,091
Professional Support	\$64,238	\$73,749	\$67,352
Campus Administration (School Leadership)	\$92,530	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: KELLER MIDDLE
 Campus Number: 101917144

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 710
 Grade Span: 05 - 06
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	37.7	74.6%	64.1%	70.9%
Special Education	12.4	24.5%	14.2%	9.3%
Other	0.4	0.9%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MARSHALL KENDRICK MIDDLE**

Campus Number: **101917145**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: MARSHALL KENDRICK MIDDLE
 Campus Number: 101917145

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 787
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

District Name: PASADENA ISD
 Campus Name: MARSHALL KENDRICK MIDDLE
 Campus Number: 101917145

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 787
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	72%	71%	99%	*	98%	100%	-	-	-	*	*	*	98%	100%	98%	100%
	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%
	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%

District Name: PASADENA ISD
 Campus Name: MARSHALL KENDRICK MIDDLE
 Campus Number: 101917145

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 787
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	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	62	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 787
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 787
 Grade Span: 05 - 06
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

District Name: PASADENA ISD
 Campus Name: MARSHALL KENDRICK MIDDLE
 Campus Number: 101917145

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 821
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 787
 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													
2018-19	95.4%	94.4%	95.6%	94.4%	95.7%	94.7%	-	*	-	*	94.4%	95.5%	96.3%
2017-18	95.4%	94.2%	95.9%	94.6%	96.0%	95.4%	*	*	*	97.4%	95.2%	96.0%	96.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 787
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MARSHALL KENDRICK MIDDLE
 Campus Number: 101917145

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 787
 Grade Span: 05 - 06
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: MARSHALL KENDRICK MIDDLE
 Campus Number: 101917145

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 787
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 787
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MARSHALL KENDRICK MIDDLE
 Campus Number: 101917145

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 787
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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Texas Education Agency
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Total Students: 787
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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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: MARSHALL KENDRICK MIDDLE
 Campus Number: 101917145

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 787
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: MARSHALL KENDRICK MIDDLE
 Campus Number: 101917145

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 787
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	787	100.0%	52,792	5,479,173	787	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	410	52.1%	7.6%	7.6%	410	52.1%	7.6%	7.6%
Grade 6	377	47.9%	7.6%	7.7%	377	47.9%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	57	7.2%	7.4%	12.6%	57	7.2%	7.4%	12.6%
Hispanic	683	86.8%	83.3%	52.8%	683	86.8%	83.3%	52.8%
White	42	5.3%	5.5%	27.0%	42	5.3%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	3	0.4%	3.0%	4.6%	3	0.4%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	2	0.3%	0.6%	2.5%	2	0.3%	0.7%	2.5%
Sex:								
Female	387	49.2%	48.4%	48.8%	387	49.2%	48.4%	48.8%
Male	400	50.8%	51.6%	51.2%	400	50.8%	51.6%	51.2%
Economically Disadvantaged	668	84.9%	78.8%	60.3%	668	84.9%	78.7%	60.2%
Non-Educationally Disadvantaged	119	15.1%	21.2%	39.7%	119	15.1%	21.3%	39.8%
Section 504 Students	64	8.1%	5.7%	6.9%	64	8.1%	5.7%	6.9%
English Learners (EL)	240	30.5%	29.0%	20.3%	240	30.5%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	7	0.8%	1.6%	1.5%				
Students w/ Dyslexia	36	4.6%	4.3%	4.1%	36	4.6%	4.3%	4.1%
Foster Care	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Homeless	7	0.9%	1.2%	1.4%	7	0.9%	1.2%	1.4%
Immigrant	18	2.3%	2.8%	2.3%	18	2.3%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	787	100.0%	69.1%	65.1%	787	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	415	52.7%	58.9%	50.6%	415	52.7%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: MARSHALL KENDRICK MIDDLE
 Campus Number: 101917145

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 787
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	248	31.5%	27.4%	20.6%	248	31.5%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	62	7.9%	5.4%	8.1%	62	7.9%	5.4%	8.1%
Special Education	113	14.4%	11.4%	10.5%	113	14.4%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	113							
By Type of Primary Disability								
Students with Intellectual Disabilities	51	45.1%	44.3%	42.4%				
Students with Physical Disabilities	6	5.3%	17.5%	21.4%				
Students with Autism	30	26.5%	20.6%	13.8%				
Students with Behavioral Disabilities	26	23.0%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	139	15.5%	16.3%	15.3%				
By Ethnicity:								
African American	20	2.2%						
Hispanic	103	11.5%						
White	15	1.7%						
American Indian	0	0.0%						
Asian	1	0.1%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	83	20.3%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	0.3%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	0.0%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: MARSHALL KENDRICK MIDDLE
 Campus Number: 101917145

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 787
 Grade Span: 05 - 06
 School Type: Middle

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	18.1	18.7	20.9
Grade 6	16.0	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	22.3	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: MARSHALL KENDRICK MIDDLE
 Campus Number: 101917145

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 787
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	83.2	100.0%	100.0%	100.0%
Professional Staff:	67.2	80.8%	58.1%	63.7%
Teachers	55.5	66.8%	44.9%	49.4%
Professional Support	8.7	10.4%	9.8%	10.2%
Campus Administration (School Leadership)	3.0	3.6%	2.3%	3.0%
Educational Aides:	16.0	19.2%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	2.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	53.5	64.3%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.3	5.9%	9.9%	10.8%
Hispanic	30.0	54.0%	36.6%	28.1%
White	21.3	38.3%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.8%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	10.0	18.0%	24.5%	23.8%
Females	45.5	82.0%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	42.3	76.1%	75.8%	73.4%
Masters	13.3	23.9%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.0	7.2%	5.6%	7.4%
1-5 Years Experience	25.1	45.1%	32.5%	27.9%
6-10 Years Experience	9.0	16.2%	22.4%	19.4%
11-20 Years Experience	14.5	26.0%	27.9%	29.4%
Over 20 Years Experience	3.0	5.4%	11.6%	15.9%
Number of Students per Teacher	14.2	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: MARSHALL KENDRICK MIDDLE
 Campus Number: 101917145

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 787
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.8	6.2
Average Years Experience of Principals with District	5.0	7.5	5.3
Average Years Experience of Assistant Principals	3.5	6.9	5.3
Average Years Experience of Assistant Principals with District	3.5	6.6	4.7
Average Years Experience of Teachers:	7.4	9.9	11.1
Average Years Experience of Teachers with District:	6.2	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,839	\$55,037	\$49,868
1-5 Years Experience	\$57,019	\$57,238	\$52,823
6-10 Years Experience	\$60,209	\$60,106	\$55,756
11-20 Years Experience	\$62,188	\$60,422	\$59,308
Over 20 Years Experience	\$65,555	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,258	\$59,499	\$57,091
Professional Support	\$67,409	\$73,749	\$67,352
Campus Administration (School Leadership)	\$91,870	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
Campus Name: MARSHALL KENDRICK MIDDLE
Campus Number: 101917145

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 787
Grade Span: 05 - 06
School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	39.8	71.7%	64.1%	70.9%
Special Education	12.0	21.6%	14.2%	9.3%
Other	3.7	6.7%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **NELDA SULLIVAN MIDDLE**

Campus Number: **101917146**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: NELDA SULLIVAN MIDDLE
 Campus Number: 101917146

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 648
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: NELDA SULLIVAN MIDDLE
 Campus Number: 101917146

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 648
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	72%	71%	95%	-	95%	*	-	-	-	-	-	*	95%	*	94%	96%
	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%
	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%
	2019	50%	45%	36%	*	36%	70%	*	*	-	-	33%	43%	37%	31%	36%	35%
At Masters Grade Level	2018	48%	42%	27%	0%	28%	41%	-	-	*	*	21%	35%	28%	23%	25%	25%
	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%
	2019	48%	42%	32%	*	32%	55%	*	*	-	-	30%	43%	33%	31%	32%	31%
At Masters Grade Level	2018	46%	39%	26%	0%	26%	33%	-	-	*	*	15%	50%	27%	21%	23%	25%
	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%
	2019	52%	47%	36%	*	35%	73%	*	*	-	-	33%	50%	37%	28%	35%	34%
At Masters Grade Level	2018	50%	43%	26%	0%	27%	42%	-	-	*	*	24%	25%	27%	23%	25%	25%
	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%
	2019	54%	50%	46%	-	45%	88%	*	*	-	-	41%	33%	48%	36%	46%	44%
At Masters Grade Level	2018	51%	47%	32%	0%	32%	*	-	-	*	-	26%	*	33%	30%	30%	28%
	2019	25%	19%	22%	-	21%	50%	*	*	-	-	30%	11%	23%	16%	22%	19%
	2018	23%	18%	8%	0%	8%	*	-	-	*	-	4%	*	8%	8%	7%	7%

District Name: PASADENA ISD
 Campus Name: NELDA SULLIVAN MIDDLE
 Campus Number: 101917146

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 648
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	62	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 648
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	*	-	*	-	-	-	-	-	-	*	-

District Name: PASADENA ISD
 Campus Name: NELDA SULLIVAN MIDDLE
 Campus Number: 101917146

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 648
 Grade Span: 05 - 06
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

District Name: PASADENA ISD
 Campus Name: NELDA SULLIVAN MIDDLE
 Campus Number: 101917146

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 594
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 648
 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													
2018-19	95.4%	94.4%	96.3%	*	96.4%	95.6%	*	*	-	*	94.3%	96.3%	97.0%
2017-18	95.4%	94.2%	95.8%	92.1%	95.9%	95.0%	*	-	*	*	94.3%	95.7%	96.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: NELDA SULLIVAN MIDDLE
 Campus Number: 101917146

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 648
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: NELDA SULLIVAN MIDDLE
 Campus Number: 101917146

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 648
 Grade Span: 05 - 06
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: NELDA SULLIVAN MIDDLE
 Campus Number: 101917146

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 648
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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Texas Education Agency
Texas Academic Performance Report
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Total Students: 648
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: NELDA SULLIVAN MIDDLE
 Campus Number: 101917146

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 648
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: NELDA SULLIVAN MIDDLE
 Campus Number: 101917146

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 648
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: NELDA SULLIVAN MIDDLE
 Campus Number: 101917146

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 648
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: NELDA SULLIVAN MIDDLE
 Campus Number: 101917146

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 648
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus ----- Count	Percent	District	State	----- Campus ----- Count	Percent	District	State
Total Students	648	100.0%	52,792	5,479,173	649	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	350	54.0%	7.6%	7.6%	351	54.1%	7.6%	7.6%
Grade 6	298	46.0%	7.6%	7.7%	298	45.9%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	5	0.8%	7.4%	12.6%	5	0.8%	7.4%	12.6%
Hispanic	621	95.8%	83.3%	52.8%	622	95.8%	83.3%	52.8%
White	18	2.8%	5.5%	27.0%	18	2.8%	5.5%	27.0%
American Indian	1	0.2%	0.1%	0.4%	1	0.2%	0.1%	0.4%
Asian	2	0.3%	3.0%	4.6%	2	0.3%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	1	0.2%	0.6%	2.5%	1	0.2%	0.7%	2.5%
Sex:								
Female	304	46.9%	48.4%	48.8%	304	46.8%	48.4%	48.8%
Male	344	53.1%	51.6%	51.2%	345	53.2%	51.6%	51.2%
Economically Disadvantaged	592	91.4%	78.8%	60.3%	593	91.4%	78.7%	60.2%
Non-Educationally Disadvantaged	56	8.6%	21.2%	39.7%	56	8.6%	21.3%	39.8%
Section 504 Students	65	10.0%	5.7%	6.9%	65	10.0%	5.7%	6.9%
English Learners (EL)	228	35.2%	29.0%	20.3%	228	35.1%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	4	0.6%	1.6%	1.5%				
Students w/ Dyslexia	41	6.3%	4.3%	4.1%	41	6.3%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	7	1.1%	1.2%	1.4%	7	1.1%	1.2%	1.4%
Immigrant	14	2.2%	2.8%	2.3%	14	2.2%	2.8%	2.3%
Migrant	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Title I	648	100.0%	69.1%	65.1%	649	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	458	70.7%	58.9%	50.6%	458	70.6%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: NELDA SULLIVAN MIDDLE
 Campus Number: 101917146

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 648
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	213	32.9%	27.4%	20.6%	213	32.8%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	37	5.7%	5.4%	8.1%	37	5.7%	5.4%	8.1%
Special Education	66	10.2%	11.4%	10.5%	67	10.3%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	66							
By Type of Primary Disability								
Students with Intellectual Disabilities	38	57.6%	44.3%	42.4%				
Students with Physical Disabilities	*	*	17.5%	21.4%				
Students with Autism	16	24.2%	20.6%	13.8%				
Students with Behavioral Disabilities	**	**	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	70	11.1%	16.3%	15.3%				
By Ethnicity:								
African American	4	0.6%						
Hispanic	60	9.5%						
White	6	1.0%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	43	14.5%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	0.0%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	0.0%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: NELDA SULLIVAN MIDDLE
 Campus Number: 101917146

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 648
 Grade Span: 05 - 06
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	25.7	18.7	20.9
Grade 6	23.1	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: NELDA SULLIVAN MIDDLE
 Campus Number: 101917146

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 648
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	69.3	100.0%	100.0%	100.0%
Professional Staff:	54.6	78.8%	58.1%	63.7%
Teachers	44.1	63.6%	44.9%	49.4%
Professional Support	7.5	10.8%	9.8%	10.2%
Campus Administration (School Leadership)	3.0	4.3%	2.3%	3.0%
Educational Aides:	14.7	21.2%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	2.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	35.5	51.2%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	6.1	13.9%	9.9%	10.8%
Hispanic	15.1	34.3%	36.6%	28.1%
White	19.8	45.0%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	4.5%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.3%	1.0%	1.1%
Males	10.1	23.0%	24.5%	23.8%
Females	34.0	77.0%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	35.1	79.6%	75.8%	73.4%
Masters	9.0	20.4%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.1	0.3%	5.6%	7.4%
1-5 Years Experience	23.0	52.1%	32.5%	27.9%
6-10 Years Experience	11.0	24.9%	22.4%	19.4%
11-20 Years Experience	10.0	22.7%	27.9%	29.4%
Over 20 Years Experience	0.0	0.0%	11.6%	15.9%
Number of Students per Teacher	14.7	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: NELDA SULLIVAN MIDDLE
 Campus Number: 101917146

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 648
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.8	6.2
Average Years Experience of Principals with District	5.0	7.5	5.3
Average Years Experience of Assistant Principals	9.0	6.9	5.3
Average Years Experience of Assistant Principals with District	9.0	6.6	4.7
Average Years Experience of Teachers:	6.9	9.9	11.1
Average Years Experience of Teachers with District:	5.2	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$27,974	\$55,037	\$49,868
1-5 Years Experience	\$57,656	\$57,238	\$52,823
6-10 Years Experience	\$59,977	\$60,106	\$55,756
11-20 Years Experience	\$58,192	\$60,422	\$59,308
Over 20 Years Experience	-	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,263	\$59,499	\$57,091
Professional Support	\$65,731	\$73,749	\$67,352
Campus Administration (School Leadership)	\$93,103	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: NELDA SULLIVAN MIDDLE
 Campus Number: 101917146

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 648
 Grade Span: 05 - 06
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	40.5	91.7%	64.1%	70.9%
Special Education	3.2	7.3%	14.2%	9.3%
Other	0.4	1.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **FRED ROBERTS MIDDLE**

Campus Number: **101917147**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: FRED ROBERTS MIDDLE
 Campus Number: 101917147

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 617
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: FRED ROBERTS MIDDLE
 Campus Number: 101917147

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 617
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 Meets Grade Level or Above	2018	72%	71%	97%	100%	98%	100%	-	100%	-	*	-	-	97%	100%	96%	93%
	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%
	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%
	2019	50%	45%	51%	39%	50%	46%	-	87%	-	100%	36%	49%	55%	38%	50%	52%
At Masters Grade Level	2018	48%	42%	45%	36%	42%	53%	*	78%	*	38%	38%	24%	46%	41%	43%	46%
	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%
	2019	48%	42%	47%	42%	45%	50%	-	80%	-	100%	36%	44%	50%	38%	47%	44%
At Masters Grade Level	2018	46%	39%	46%	43%	42%	57%	*	71%	*	44%	36%	36%	47%	42%	44%	45%
	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%
	2019	52%	47%	55%	39%	55%	47%	-	94%	-	100%	36%	56%	60%	40%	55%	59%
At Masters Grade Level	2018	50%	43%	47%	37%	45%	51%	*	84%	*	33%	39%	14%	50%	40%	45%	50%
	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%
	2019	54%	50%	50%	31%	51%	33%	-	87%	-	*	38%	44%	57%	32%	48%	55%
At Masters Grade Level	2018	51%	47%	37%	20%	37%	47%	-	77%	*	*	41%	20%	37%	40%	37%	41%
	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%

District Name: PASADENA ISD
 Campus Name: FRED ROBERTS MIDDLE
 Campus Number: 101917147

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 617
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	62	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 617
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 617
 Grade Span: 05 - 06
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%

District Name: PASADENA ISD
 Campus Name: FRED ROBERTS MIDDLE
 Campus Number: 101917147

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 612
 Grade Span: 05 - 06
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 617
 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													
2018-19	95.4%	94.4%	96.2%	95.3%	96.3%	95.6%	-	98.8%	-	*	95.1%	96.2%	96.7%
2017-18	95.4%	94.2%	95.5%	94.9%	95.7%	93.4%	*	97.8%	*	89.6%	93.9%	95.5%	96.0%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: FRED ROBERTS MIDDLE
 Campus Number: 101917147

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 617
 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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: FRED ROBERTS MIDDLE
 Campus Number: 101917147

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 617
 Grade Span: 05 - 06
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: FRED ROBERTS MIDDLE
 Campus Number: 101917147

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 617
 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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: PASADENA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 617
 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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: FRED ROBERTS MIDDLE
 Campus Number: 101917147

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 617
 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 617
 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: FRED ROBERTS MIDDLE
 Campus Number: 101917147

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 617
 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													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: FRED ROBERTS MIDDLE
 Campus Number: 101917147

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 617
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	617	100.0%	52,792	5,479,173	617	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.6%	4.5%	0	0.0%	4.6%	4.5%
Kindergarten	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.3%	0	0.0%	7.1%	7.3%
Grade 5	302	48.9%	7.6%	7.6%	302	48.9%	7.6%	7.6%
Grade 6	315	51.1%	7.6%	7.7%	315	51.1%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	81	13.1%	7.4%	12.6%	81	13.1%	7.4%	12.6%
Hispanic	447	72.4%	83.3%	52.8%	447	72.4%	83.3%	52.8%
White	33	5.3%	5.5%	27.0%	33	5.3%	5.5%	27.0%
American Indian	1	0.2%	0.1%	0.4%	1	0.2%	0.1%	0.4%
Asian	44	7.1%	3.0%	4.6%	44	7.1%	3.0%	4.6%
Pacific Islander	2	0.3%	0.1%	0.2%	2	0.3%	0.1%	0.2%
Two or More Races	9	1.5%	0.6%	2.5%	9	1.5%	0.7%	2.5%
Sex:								
Female	297	48.1%	48.4%	48.8%	297	48.1%	48.4%	48.8%
Male	320	51.9%	51.6%	51.2%	320	51.9%	51.6%	51.2%
Economically Disadvantaged	504	81.7%	78.8%	60.3%	504	81.7%	78.7%	60.2%
Non-Educationally Disadvantaged	113	18.3%	21.2%	39.7%	113	18.3%	21.3%	39.8%
Section 504 Students	48	7.8%	5.7%	6.9%	48	7.8%	5.7%	6.9%
English Learners (EL)	169	27.4%	29.0%	20.3%	169	27.4%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	1	0.2%	1.6%	1.5%				
Students w/ Dyslexia	41	6.6%	4.3%	4.1%	41	6.6%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	6	1.0%	1.2%	1.4%	6	1.0%	1.2%	1.4%
Immigrant	17	2.8%	2.8%	2.3%	17	2.8%	2.8%	2.3%
Migrant	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Title I	617	100.0%	69.1%	65.1%	617	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	283	45.9%	58.9%	50.6%	283	45.9%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: FRED ROBERTS MIDDLE
 Campus Number: 101917147

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 617
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	142	23.0%	27.4%	20.6%	142	23.0%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	42	6.8%	5.4%	8.1%	42	6.8%	5.4%	8.1%
Special Education	93	15.1%	11.4%	10.5%	93	15.1%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	93							
By Type of Primary Disability								
Students with Intellectual Disabilities	42	45.2%	44.3%	42.4%				
Students with Physical Disabilities	8	8.6%	17.5%	21.4%				
Students with Autism	20	21.5%	20.6%	13.8%				
Students with Behavioral Disabilities	23	24.7%	16.2%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	77	11.6%	16.3%	15.3%				
By Ethnicity:								
African American	22	3.3%						
Hispanic	42	6.3%						
White	7	1.1%						
American Indian	0	0.0%						
Asian	4	0.6%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	36	12.2%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	8.7%	2.9%	-	7.5%	4.9%
Grade 2	-	5.6%	1.6%	-	2.6%	2.0%
Grade 3	-	2.9%	0.9%	-	0.8%	0.8%
Grade 4	-	0.3%	0.5%	-	0.0%	0.4%
Grade 5	0.0%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	0.0%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
 Campus Name: FRED ROBERTS MIDDLE
 Campus Number: 101917147

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 617
 Grade Span: 05 - 06
 School Type: Middle

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	19.0
Grade 1	-	18.4	18.9
Grade 2	-	17.9	18.8
Grade 3	-	16.8	19.0
Grade 4	-	17.3	19.2
Grade 5	21.8	18.7	20.9
Grade 6	19.9	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

District Name: PASADENA ISD
 Campus Name: FRED ROBERTS MIDDLE
 Campus Number: 101917147

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 617
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	71.1	100.0%	100.0%	100.0%
Professional Staff:	56.3	79.1%	58.1%	63.7%
Teachers	45.4	63.9%	44.9%	49.4%
Professional Support	7.9	11.0%	9.8%	10.2%
Campus Administration (School Leadership)	3.0	4.2%	2.3%	3.0%
Educational Aides:	14.8	20.9%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	2.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	43.3	60.8%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.3	7.3%	9.9%	10.8%
Hispanic	19.0	41.8%	36.6%	28.1%
White	21.1	46.5%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	4.4%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	10.1	22.3%	24.5%	23.8%
Females	35.3	77.7%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	37.1	81.7%	75.8%	73.4%
Masters	8.3	18.3%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.0	11.0%	5.6%	7.4%
1-5 Years Experience	17.0	37.4%	32.5%	27.9%
6-10 Years Experience	10.0	22.0%	22.4%	19.4%
11-20 Years Experience	11.4	25.1%	27.9%	29.4%
Over 20 Years Experience	2.0	4.4%	11.6%	15.9%
Number of Students per Teacher	13.6	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: FRED ROBERTS MIDDLE
 Campus Number: 101917147

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 617
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.8	6.2
Average Years Experience of Principals with District	5.0	7.5	5.3
Average Years Experience of Assistant Principals	3.5	6.9	5.3
Average Years Experience of Assistant Principals with District	3.5	6.6	4.7
Average Years Experience of Teachers:	7.4	9.9	11.1
Average Years Experience of Teachers with District:	5.9	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,299	\$55,037	\$49,868
1-5 Years Experience	\$57,312	\$57,238	\$52,823
6-10 Years Experience	\$60,270	\$60,106	\$55,756
11-20 Years Experience	\$62,595	\$60,422	\$59,308
Over 20 Years Experience	\$66,138	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,568	\$59,499	\$57,091
Professional Support	\$62,325	\$73,749	\$67,352
Campus Administration (School Leadership)	\$91,917	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
Campus Name: FRED ROBERTS MIDDLE
Campus Number: 101917147

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 617
Grade Span: 05 - 06
School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	1.4	3.0%	1.7%	1.9%
Regular Education	32.2	70.9%	64.1%	70.9%
Special Education	10.8	23.9%	14.2%	9.3%
Other	1.0	2.3%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **THOMAS HANCOCK EL**

Campus Number: **101917148**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: PASADENA ISD
 Campus Name: THOMAS HANCOCK EL
 Campus Number: 101917148

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 437
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%

District Name: PASADENA ISD
 Campus Name: THOMAS HANCOCK EL
 Campus Number: 101917148

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 437
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	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%
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%

District Name: PASADENA ISD
 Campus Name: THOMAS HANCOCK EL
 Campus Number: 101917148

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 437
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 437
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 437
 Grade Span: PK - 04
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: THOMAS HANCOCK EL
 Campus Number: 101917148

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 437
 Grade Span: PK - 04
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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%

District Name: PASADENA ISD
 Campus Name: THOMAS HANCOCK EL
 Campus Number: 101917148

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

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													
2018-19	95.4%	94.4%	95.4%	94.9%	95.7%	95.7%	*	*	-	*	95.1%	95.1%	96.9%
2017-18	95.4%	94.2%	96.2%	95.7%	96.3%	*	*	98.8%	-	*	94.9%	96.2%	97.0%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.6%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	92.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: THOMAS HANCOCK EL
 Campus Number: 101917148

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

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	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	76.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: THOMAS HANCOCK EL
 Campus Number: 101917148

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 437
 Grade Span: PK - 04
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,595	355,615
By Ethnicity:				
African American	-	-	253	43,953
Hispanic	-	-	2,975	180,673
White	-	-	198	105,577
American Indian	-	-	6	1,293
Asian	-	-	135	16,564
Pacific Islander	-	-	2	537
Two or More Races	-	-	26	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	36	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	1,090
Foundation H.S. Program (No Endorsement)	-	-	827	51,579
Foundation H.S. Program (Endorsement)	-	-	34	15,160
Foundation H.S. Program (DLA)	-	-	2,697	285,538
Special Education Graduates	-	-	339	27,598
Economically Disadvantaged Graduates	-	-	2,604	186,364
LEP Graduates	-	-	374	25,189
At-Risk Graduates	-	-	2,049	146,432

District Name: PASADENA ISD
 Campus Name: THOMAS HANCOCK EL
 Campus Number: 101917148

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

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)													
2018-19	72.9%	65.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	45.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	55.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	45.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	33.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

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)
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: THOMAS HANCOCK EL
 Campus Number: 101917148

Texas Education Agency
Texas Academic Performance Report
2019-20 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													
2018-19	33.4%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	24.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	50.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	13.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	12.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	40.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	21.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	50.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: THOMAS HANCOCK EL
 Campus Number: 101917148

Texas Education Agency
Texas Academic Performance Report
2019-20 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)
2018 Science	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	20.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	28.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	90.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	23.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	934	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	465	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	468	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
 Campus Name: THOMAS HANCOCK EL
 Campus Number: 101917148

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary 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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	54.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
 Campus Name: THOMAS HANCOCK EL
 Campus Number: 101917148

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 437
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	437	100.0%	52,792	5,479,173	446	100.0%	52,878	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	1	0.2%	0.5%	0.5%
Pre-Kindergarten	66	15.1%	4.6%	4.5%	66	14.8%	4.6%	4.5%
Kindergarten	79	18.1%	6.2%	7.0%	80	17.9%	6.2%	7.0%
Grade 1	81	18.5%	7.0%	7.1%	82	18.4%	7.0%	7.1%
Grade 2	69	15.8%	6.8%	7.1%	72	16.1%	6.8%	7.1%
Grade 3	78	17.8%	7.0%	7.1%	78	17.5%	7.0%	7.1%
Grade 4	64	14.6%	7.1%	7.3%	67	15.0%	7.1%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.3%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.7%	7.4%	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	152	34.8%	7.4%	12.6%	152	34.1%	7.4%	12.6%
Hispanic	256	58.6%	83.3%	52.8%	257	57.6%	83.3%	52.8%
White	16	3.7%	5.5%	27.0%	23	5.2%	5.5%	27.0%
American Indian	1	0.2%	0.1%	0.4%	1	0.2%	0.1%	0.4%
Asian	10	2.3%	3.0%	4.6%	10	2.2%	3.0%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	2	0.5%	0.6%	2.5%	3	0.7%	0.7%	2.5%
Sex:								
Female	211	48.3%	48.4%	48.8%	215	48.2%	48.4%	48.8%
Male	226	51.7%	51.6%	51.2%	231	51.8%	51.6%	51.2%
Economically Disadvantaged	362	82.8%	78.8%	60.3%	362	81.2%	78.7%	60.2%
Non-Educationally Disadvantaged	75	17.2%	21.2%	39.7%	84	18.8%	21.3%	39.8%
Section 504 Students	16	3.7%	5.7%	6.9%	16	3.6%	5.7%	6.9%
English Learners (EL)	127	29.1%	29.0%	20.3%	127	28.5%	29.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.6%	1.5%				
Students w/ Dyslexia	10	2.3%	4.3%	4.1%	10	2.2%	4.3%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	15	3.4%	1.2%	1.4%	15	3.4%	1.2%	1.4%
Immigrant	11	2.5%	2.8%	2.3%	11	2.5%	2.8%	2.3%
Migrant	3	0.7%	0.2%	0.3%	3	0.7%	0.2%	0.3%
Title I	437	100.0%	69.1%	65.1%	446	100.0%	69.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	194	44.4%	58.9%	50.6%	194	43.5%	58.9%	50.5%

District Name: PASADENA ISD
 Campus Name: THOMAS HANCOCK EL
 Campus Number: 101917148

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 437
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	162	37.1%	27.4%	20.6%	162	36.3%	27.3%	20.6%
Career & Technical Education	0	0.0%	20.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	36.3%	50.8%	0	-	36.2%	50.8%
Gifted & Talented Education	9	2.1%	5.4%	8.1%	9	2.0%	5.4%	8.1%
Special Education	30	6.9%	11.4%	10.5%	39	8.7%	11.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	30							
By Type of Primary Disability								
Students with Intellectual Disabilities	14	46.7%	44.3%	42.4%				
Students with Physical Disabilities	13	43.3%	17.5%	21.4%				
Students with Autism	*	*	20.6%	13.8%				
Students with Behavioral Disabilities	*	*	16.2%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	74	22.3%	16.3%	15.3%				
By Ethnicity:								
African American	36	10.8%						
Hispanic	34	10.2%						
White	0	0.0%						
American Indian	1	0.3%						
Asian	2	0.6%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	112	30.6%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	5.7%	8.7%	2.9%	0.0%	7.5%	4.9%
Grade 2	1.8%	5.6%	1.6%	0.0%	2.6%	2.0%
Grade 3	3.4%	2.9%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.3%	0.5%	0.0%	0.0%	0.4%
Grade 5	-	0.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.6%	0.5%	-	0.5%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.6%
Grade 9	-	4.8%	7.8%	-	7.1%	13.1%

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 437
Grade Span: PK - 04
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.0	17.5	19.0
Grade 1	22.0	18.4	18.9
Grade 2	18.5	17.9	18.8
Grade 3	15.3	16.8	19.0
Grade 4	21.3	17.3	19.2
Grade 5	-	18.7	20.9
Grade 6	-	19.3	20.4
Secondary:			
English/Language Arts	-	14.9	16.4
Foreign Languages	-	19.1	18.7
Mathematics	-	16.1	17.8
Science	-	16.9	18.8
Social Studies	-	15.7	19.3

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Campus Number: 101917148

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 437
Grade Span: PK - 04
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	44.8	100.0%	100.0%	100.0%
Professional Staff:	37.2	82.9%	58.1%	63.7%
Teachers	29.3	65.4%	44.9%	49.4%
Professional Support	6.2	13.8%	9.8%	10.2%
Campus Administration (School Leadership)	1.7	3.7%	2.3%	3.0%
Educational Aides:	7.6	17.1%	12.7%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,373.0
Part-time	0.0	n/a	9.0	595.0
Counselors				
Full-time	1.0	n/a	116.0	12,901.0
Part-time	0.0	n/a	13.0	1,103.0
Total Minority Staff:	34.3	76.6%	63.3%	51.1%
Teachers by Ethnicity and Sex:				
African American	5.0	17.1%	9.9%	10.8%
Hispanic	15.0	51.2%	36.6%	28.1%
White	7.3	24.9%	49.3%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	3.4%	3.1%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	3.4%	1.0%	1.1%
Males	1.0	3.4%	24.5%	23.8%
Females	28.3	96.6%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.3%
Bachelors	25.3	86.3%	75.8%	73.4%
Masters	4.0	13.7%	22.4%	24.5%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.4%	5.6%	7.4%
1-5 Years Experience	16.0	54.6%	32.5%	27.9%
6-10 Years Experience	4.0	13.7%	22.4%	19.4%
11-20 Years Experience	8.3	28.2%	27.9%	29.4%
Over 20 Years Experience	0.0	0.0%	11.6%	15.9%
Number of Students per Teacher	14.9	n/a	14.1	15.1

District Name: PASADENA ISD
 Campus Name: THOMAS HANCOCK EL
 Campus Number: 101917148

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 437
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.8	6.2
Average Years Experience of Principals with District	5.0	7.5	5.3
Average Years Experience of Assistant Principals	9.0	6.9	5.3
Average Years Experience of Assistant Principals with District	9.0	6.6	4.7
Average Years Experience of Teachers:	7.2	9.9	11.1
Average Years Experience of Teachers with District:	4.2	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,739	\$55,037	\$49,868
1-5 Years Experience	\$57,098	\$57,238	\$52,823
6-10 Years Experience	\$58,056	\$60,106	\$55,756
11-20 Years Experience	\$60,367	\$60,422	\$59,308
Over 20 Years Experience	-	\$64,600	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$58,106	\$59,499	\$57,091
Professional Support	\$61,639	\$73,749	\$67,352
Campus Administration (School Leadership)	\$95,045	\$98,828	\$82,512
Instructional Staff Percent:	n/a	64.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: PASADENA ISD
 Campus Name: THOMAS HANCOCK EL
 Campus Number: 101917148

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 437
 Grade Span: PK - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	9.7	33.1%	13.2%	6.5%
Career & Technical Education	0.0	0.0%	3.6%	5.0%
Compensatory Education	0.0	0.0%	0.2%	2.8%
Gifted & Talented Education	0.0	0.0%	1.7%	1.9%
Regular Education	19.6	66.9%	64.1%	70.9%
Special Education	0.0	0.0%	14.2%	9.3%
Other	0.0	0.0%	3.1%	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.
- '-' 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 2018-19 Financial Actual Report](#)

2019 - 2020 Budgeted Financial Data
Totals for PASADENA ISD (101917)
Total Enrolled Membership: 52,792

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Revenues						
Operating Revenue						
Local Property Tax from M&O (excluding recapture)	\$158,050,000	30.07%	\$2,994	\$158,050,000	27.84%	\$2,994
State Operating Funds	\$348,270,458	66.26%	\$6,597	\$348,695,458	61.41%	\$6,605
Federal Funds	\$12,906,000	2.46%	\$244	\$48,204,450	8.49%	\$913
Other Local	\$6,381,788	1.21%	\$121	\$12,831,788	2.26%	\$243
Total Operating Revenue	\$525,608,246	100.00%	\$9,956	\$567,781,696	100.00%	\$10,755
Other Revenue						
Local Property Tax from I&S	\$0	0.00%	\$0	\$42,000,000	78.87%	\$796
State Assistance for Debt Service	\$0	0.00%	\$0	\$11,249,211	21.13%	\$213
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Other Revenue	\$0	0.00%	\$0	\$53,249,211	100.00%	\$1,009
Subtotal: Operating and Other Revenue	\$525,608,246	100.00%	\$9,956	\$621,030,907	100.00%	\$11,764
Recapture Revenue						
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0
Subtotal: Operating, Other and Recaptured Revenue	\$525,608,246	100.00%	\$9,956	\$621,030,907	100.00%	\$11,764
Debt Service Financing and TRS Estimate Revenue						
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0
Estimated State TRS Contributions	\$28,000,000	100.00%	\$530	\$28,000,000	100.00%	\$530
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$28,000,000	100.00%	\$530	\$28,000,000	100.00%	\$530
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$553,608,246	100.00%	\$10,487	\$649,030,907	100.00%	\$12,294
Expenditures						
Operating Expenditures by Object (61xx-64xx only)						
Payroll Expenditures (Object 61xx)	\$477,755,340	89.36%	\$9,050	\$494,562,790	86.21%	\$9,368
Professional & Contracted Services (Object 62xx)	\$28,364,349	5.31%	\$537	\$28,901,349	5.04%	\$547
Supplies & Materials (Object 63xx)	\$16,881,949	3.16%	\$320	\$36,646,949	6.39%	\$694

2019 - 2020 Budgeted Financial Data
Totals for PASADENA ISD (101917)
Total Enrolled Membership: 52,792

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Other Operating Expenditures (Object 64xx)	\$11,659,496	2.18%	\$221	\$13,552,496	2.36%	\$257
Total Operating Expenditures by Object	\$534,661,134	100.00%	\$10,128	\$573,663,584	100.00%	\$10,866
Non-Operating Expenditures by Object						
Debt Services(Object 65xx)	\$0	0.00%	\$0	\$53,249,211	89.19%	\$1,009
Capital Outlay(Object 66xx)	\$3,282,730	100.00%	\$62	\$6,453,730	10.81%	\$122
Total Non-Operating Expenditures by Object	\$3,282,730	100.00%	\$62	\$59,702,941	100.00%	\$1,131
Grand Total: Operating and Non-Operating Expenditures by Object	\$537,943,864	100.00%	\$10,190	\$633,366,525	100.00%	\$11,997
Operating Expenditures by Function (61xx-64xx only)						
Instruction(Function 11,95)	\$326,925,632	61.15%	\$6,193	\$326,925,632	56.99%	\$6,193
Instructional Resources & Media Services (Function 12)	\$7,681,127	1.44%	\$145	\$7,681,127	1.34%	\$145
Curriculum & Staff Development (Function 13)	\$8,028,751	1.50%	\$152	\$8,028,751	1.40%	\$152
Instructional Leadership (Function 21)	\$6,875,539	1.29%	\$130	\$6,875,539	1.20%	\$130
School Leadership (Function 23)	\$40,505,107	7.58%	\$767	\$40,505,107	7.06%	\$767
Guidance Counseling Services (Function 31)	\$26,933,792	5.04%	\$510	\$26,933,792	4.70%	\$510
Social Work Services (Function 32)	\$210,743	0.04%	\$4	\$210,743	0.04%	\$4
Health Services (Function 33)	\$5,348,274	1.00%	\$101	\$5,348,274	0.93%	\$101
Transportation (Function 34)	\$17,346,719	3.24%	\$329	\$17,346,719	3.02%	\$329
Food Services (Function 35)	\$0	0.00%	\$0	\$38,981,450	6.80%	\$738
Extracurricular (Function 36)	\$8,256,394	1.54%	\$156	\$8,256,394	1.44%	\$156
General Administration (Function 41,92)	\$13,192,240	2.47%	\$250	\$13,192,240	2.30%	\$250
Facilities Maintenance & Operations (Function 51)	\$57,552,128	10.76%	\$1,090	\$57,573,128	10.04%	\$1,091
Security & Monitoring Services (Function 52)	\$5,153,309	0.96%	\$98	\$5,153,309	0.90%	\$98
Data Processing Services (Function 53)	\$10,260,664	1.92%	\$194	\$10,260,664	1.79%	\$194
Community Services (Function 61)	\$390,715	0.07%	\$7	\$390,715	0.07%	\$7
Total Operating Expenditures by Function	\$534,661,134	100.00%	\$10,128	\$573,663,584	100.00%	\$10,866
Non-Operating Expenditures by Function						
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$53,249,211	89.19%	\$1,009
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$3,282,730	100.00%	\$62	\$6,453,730	10.81%	\$122

2019 - 2020 Budgeted Financial Data
Totals for PASADENA ISD (101917)
Total Enrolled Membership: 52,792

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Function	\$3,282,730	100.00%	\$62	\$59,702,941	100.00%	\$1,131
Grand Total: Operating and Non-Operating Expenditures by Function	\$537,943,864	100.00%	\$10,190	\$633,366,525	100.00%	\$11,997
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)						
Basic Educational Services (PIC 11)	\$264,109,342	49.40%	\$5,003	\$264,109,342	46.04%	\$5,003
Gifted and Talented (PIC 21)	\$5,996,903	1.12%	\$114	\$5,996,903	1.05%	\$114
Career and Technical (PIC 22)	\$14,919,906	2.79%	\$283	\$14,919,906	2.60%	\$283
Students with Disabilities (PICs 23,33)	\$81,885,931	15.32%	\$1,551	\$81,885,931	14.27%	\$1,551
State Compensatory Education (PICs 24,26,28,29,30,34)	\$33,816,218	6.32%	\$641	\$33,816,218	5.89%	\$641
Bilingual (PICs 25,35)	\$11,118,831	2.08%	\$211	\$11,118,831	1.94%	\$211
High School Allotment (PIC 31)	\$5,097,418	0.95%	\$97	\$5,097,418	0.89%	\$97
PreKindergarten (PIC 32)	\$10,457,701	1.96%	\$198	\$10,457,701	1.82%	\$198
Athletics/Related Activities (PIC 91)	\$5,033,309	0.94%	\$95	\$5,033,309	0.88%	\$95
Un-Allocated (PIC 99)	\$102,225,575	19.12%	\$1,936	\$141,228,025	24.62%	\$2,675
Total Operating Expenditures by Program Intent Code (PIC)	\$534,661,134	100.00%	\$10,128	\$573,663,584	100.00%	\$10,866
Non-Operating Expenditures by PIC						
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$53,249,211	89.19%	\$1,009
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$3,282,730	100.00%	\$62	\$6,453,730	10.81%	\$122
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$3,282,730	100.00%	\$62	\$59,702,941	100.00%	\$1,131
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$537,943,864	100.00%	\$10,190	\$633,366,525	100.00%	\$11,997
Disbursements						
Total Disbursements						
Operating Expenditures	\$534,661,134	98.86%	\$10,128	\$573,663,584	90.17%	\$10,866
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0
Intergovernmental Charge	\$2,855,575	0.53%	\$54	\$2,855,575	0.45%	\$54
Debt Service (Object 6500)	\$0	0.00%	\$0	\$53,249,211	8.37%	\$1,009

2019 - 2020 Budgeted Financial Data
Totals for PASADENA ISD (101917)
Total Enrolled Membership: 52,792

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Capital Projects (Object 6600)	\$3,282,730	0.61%	\$62	\$6,453,730	1.01%	\$122
Total Disbursements	\$540,799,439	100.00%	\$10,244	\$636,222,100	100.00%	\$12,051










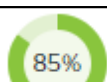
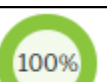
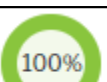
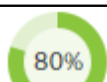


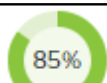
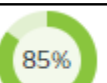

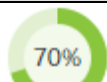

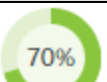
Violent and Criminal Offense Report 2019-2020 School Year























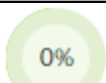

Offense	School Level				Total
	Elementary	Middle	Intermediate	High	
Engages in Conduct Punishable as a Felony	0	0	-	-	-
Marijuana, Controlled Substance or Dangerous Drug	0	11	86	306	403
Alcohol	0	-	9	19	31
Abuse of Volatile Chemical	0	0	0	0	0
Public Lewdness/Indecent Exposure	0	0	-	17	19
Retaliation Against School Employee	0	0	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	-	-
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	-	8	-	15
Assault Against Employee or Volunteer	0	-	9	8	18
Assault Against Someone other than School Employee or Volunteer	0	-	7	20	30
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	-	-	-	-
Felony Controlled Substance Violation	0	0	0	7	7
Felony Alcohol 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

Atkinson Elementary Performance Objectives 2019-2020

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 principles will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Monitor curriculum implementation through campus walkthroughs.			
TEA Priorities Build a foundation of reading and math 2) Implement the district scope and sequence for all courses in grades K to 4.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
TEA Priorities Build a foundation of reading and math 4) Integrate relevant literacy skills across all content areas			
TEA Priorities Build a foundation of reading and math 5) Implement gradual release model for lesson design and delivery.			
TEA Priorities Build a foundation of reading and math 6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.			
TEA Priorities Build a foundation of reading and math 7) Ensure that all science classes incorporate hands-on and laboratory activities in alignment with new state Science TEKS.			


















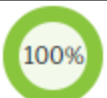



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 8) Use on-line databases, ebooks, books and other resources for specific TEKS.			
TEA Priorities Recruit, support, retain teachers and principals 9) Provide staff development on utilization of on-line databases and resources.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.			
TEA Priorities Build a foundation of reading and math 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.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 13) Develop and provide research based instructional strategies and staff development plan for technology integration.			
TEA Priorities Recruit, support, retain teachers and principals 14) Create and implement master schedules that will provide common planning time for teams of teachers and promote time for PLCs.			
 = 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 end-of-year failures.





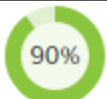










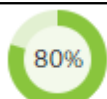
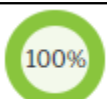

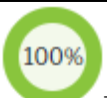


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation.			
TEA Priorities Build a foundation of reading and math 2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency.			
TEA Priorities Build a foundation of reading and math 3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Provide staff development on data disaggregation and how the data will drive instruction.			
TEA Priorities Build a foundation of reading and math 6) Use data disaggregation to drive instruction.,			
= 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Create a staff development plan that supports implementation of district-wide initiatives.			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Teachers will attend training opportunities for problem solving and higher- level questioning/ thinking skills needed to increase rigor.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 6) Establish and support campus and District PLCs.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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.			
TEA Priorities Build a foundation of reading and math 2) Provide time and materials for purposeful reading during the school day.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Provide information to teachers regarding special reading needs of dyslexia students.			
TEA Priorities Build a foundation of reading and math 4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Provide staff development about reading strategies.			
TEA Priorities Build a foundation of reading and math 6) Provide library books and online resources to support all learning styles.			
 = 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		
	Nov	Aug	Aug
1) Follow district G/T identification procedure.			







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Promote G/T Summer Exploration Camp opportunities.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) G/T students will participate in the Texas Performance Standards Project.			
4) Students will be clustered and instructed by G/T Certified teachers.			
5) Promote participation in the Duke Talent Search program in fourth grade.			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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.			
TEA Priorities Build a foundation of reading and math 2) Ensure the implementation of 504 accommodations for eligible students.			
TEA Priorities Build a foundation of reading and math 3) Use data from TEKS- based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			


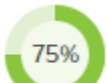













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 4) Implement research-based programs designed to accelerate student learning.			
TEA Priorities Build a foundation of reading and math 5) Provide additional and individualized support to parents of at risk students.			
TEA Priorities Build a foundation of reading and math 6) Participate in gathering and sharing student information to support ELL students as they move from 4th to 5th grade.			
TEA Priorities Recruit, support, retain teachers and principals 7) Provide staff development opportunities which offers effective instructional strategies, materials, and activities for the at-risk learner.			
TEA Priorities Build a foundation of reading and math 8) Provide intervention services through Extended day and Extended Year programs incorporating TEKS requirements based on current year student data.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Provide Spanish language materials for teachers working with Spanish/ELL students. Integrate Spanish language books within the library collection.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum.			
TEA Priorities Build a foundation of reading and math 4) Implement the ESL scope and sequence at all grade levels.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			
TEA Priorities Recruit, support, retain teachers and principals 3) Create a crisis management plan, including safety drills.			
TEA Priorities Recruit, support, retain teachers and principals 4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
TEA Priorities Recruit, support, retain teachers and principals 5) Provide Gang Awareness training and Character Education programs.			






















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 6) Utilize behavior specialists to provide intervention strategies and develop a Behavior Intervention Plan for students with chronic misbehavior.			
TEA Priorities Recruit, support, retain teachers and principals 7) Provide staff development concerning abuse and reporting obligations.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Participate in district-wide coordinated school health initiatives such as Health/Fitness Fair.			
TEA Priorities Recruit, support, retain teachers and principals 2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instruction.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Use district wide grading standards that are linked to student expectations and are based on best practices.			
TEA Priorities Build a foundation of reading and math 2) Record grades that accurately communicate mastery or non-mastery on a specific student expectation.			
TEA Priorities Build a foundation of reading and math 3) Use grade and/or content specific grading rubrics.			
TEA Priorities Build a foundation of reading and math 4) Use district guidelines regarding the appropriate use of homework.			
TEA Priorities Build a foundation of reading and math 5) Use district wide grade and/or content appropriate retest standards.			
TEA Priorities Build a foundation of reading and math 6) Using an RTI model, students failing will be identified for and receive appropriate interventions in a timely manner.			
 = Accomplished  = No Progress  = Discontinue			







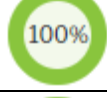
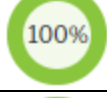
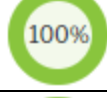





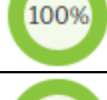






Performance Objective 11: During the current school year, increase our campus attendance rate to 97% or above for all students.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			
 = 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 student are being met, including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Monitor Admission,Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
TEA Priorities Recruit, support, retain teachers and principals 2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.			
TEA Priorities Recruit, support, retain teachers and principals 3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines.			
5) Campus will follow district procedures regarding parental request for special education evaluation.			
TEA Priorities Recruit, support, retain teachers and principals 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,MAP,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.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 7) Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas behavior Support Initiative requirements.			
8) Campus will follow district policy to ensure students with disabilities have access to facilities.			
9) Campus and district will provide instructional materials and training for all teachers working with students with disabilities.			
TEA Priorities Build a foundation of reading and math 10) Special Education teachers are included in training given in the area of dyslexia and related disorders.			
11) Campus will monitor the number of students with disabilities being served in the least restrictive environment.			
TEA Priorities Build a foundation of reading and math 12) Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible to discuss an Accelerated Instructional Program of Instruction.			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Provide the technical support needed to administer the iStation assessments that are required.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom".			
TEA Priorities Build a foundation of reading and math 3) Increase the integration of technology into instruction, curriculum and assessment (K-4) as outlined in the District Technology Plan.			
TEA Priorities Recruit, support, retain teachers and principals 4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
 = Accomplished  = No Progress  = Discontinue			

Goal 2: During the current school year,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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Increase the integration of technology into instruction, curriculum and assessment,(K-4) as outlined in the District Technology Plan.			
TEA Priorities Recruit, support, retain teachers and principals 2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) Encourage more students to attend college by promoting College Week.			
TEA Priorities Connect high school to career and college 2) Establish higher education promotion campaigns.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day/Career Week			
 = Accomplished  = No Progress  = Discontinue			



















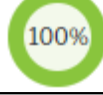


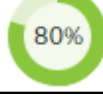





Goal 3: We will actively recruit, develop, and retain a highly qualified staff.







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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Provide support and staff development opportunities to increase skills in building relationships.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide mentoring and staff development opportunities to new personnel.			
TEA Priorities Recruit, support, retain teachers and principals 3) Expand leadership and mentoring opportunities for all staff.			
TEA Priorities Recruit, support, retain teachers and principals 4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
 = Accomplished  = No Progress  = Discontinue			










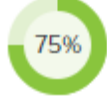






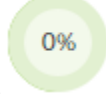

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business and community stakeholders.

Performance Objective 1: 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		
	Nov	Aug	Aug
1) Include parent education component in orientation programs.			
2) Provide parent education on various topics.			
3) Implement Superintendent's Stay In School Project/District Attorney Partnership.			
4) Offer learning opportunities for parents of students with dyslexia and related disorders as well as instructional intervention.			
5) Provide parent opportunities regarding reading with children, online resources and eBooks.			
6) Provide instructional resources for parents on the campus website.			
7) Provide instructional resources for parents to utilize at home with their child.			
8) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies,Title I information and TAPR data.			
9) Provide learning opportunities for parents to attend and observe technology applications			







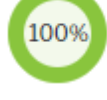
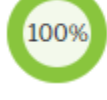
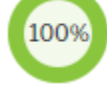



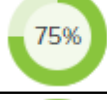
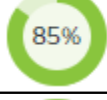
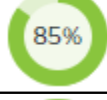





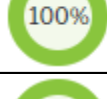



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
10) Provide information that can be utilized with students and parents in the interpretation of test results.			
 = Accomplished  = No Progress  = Discontinue			







Performance Objective 2: During the current school year,community involvement will increase by 5% in expanding partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			
3) Promote student service for students in school(Citizenship Club, Student Helpers).			
4) Participate in See To Succeed program			
5) Implement awards for exceptional service (Teacher of the year, New Teacher of the year,Volunteers etc.)			
 = Accomplished  = No Progress  = Discontinue			








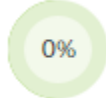

Goal 5: We will promote a safe school environment,teach citizenship,and support the social,emotional and physical well-being of all students and staff.

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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Implement Conscious Discipline strategies with students.			
TEA Priorities Recruit, support, retain teachers and principals 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).			
TEA Priorities Recruit, support, retain teachers and principals 4) Create campus safety crisis management plans,including safety drills.			
TEA Priorities Recruit, support, retain teachers and principals 5) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
TEA Priorities Recruit, support, retain teachers and principals 6) Provide opportunities to attend Gang Awareness training and Character Education programs			
TEA Priorities Recruit, support, retain teachers and principals 7) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.			
8) Implement an age appropriate and vertically aligned guidance curriculum.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 9) Provide staff development to teachers, administrators and support staff on the district dating violence policy, discrimination and harassment. See full policy at FFH Local			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Provide staff development opportunities for MERT training and response to campus emergencies.			
TEA Priorities Recruit, support, retain teachers and principals 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Provide ongoing training for crisis management			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Establish protocols for safety procedures on field trips.			
TEA Priorities Recruit, support, retain teachers and principals 3) Provide opportunities for employees to be trained in personal safety.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: Implement programs to increase opportunities to foster patriotism,civic duty, and global citizenship.



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide support for student and staff participation in service learning opportunities.			
 = Accomplished  = No Progress  = Discontinue			

























Bailey Elementary Performance Objectives 2019-2020

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 the current school year, 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: Due to COVID we will continue to bridge the gaps in student learning using MAP, Aware data and formative common assessments.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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 on-line databases, eBooks, books, and other resources for specific TEKS.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
7) Provide staff development on utilization of on-line databases and resources.			
8) Provide staff with training necessary to implement differentiated research based instructional strategies such as small group instruction, collaborative learning, curriculum compacting, use of leveled readers, and authentic projects.			
9) Share successful implementation of research based instructional practices through campus led book studies.			
10) Implement research-based strategies on a daily basis that promote a variety of learner engagement techniques.			
11) Develop and provide research based instructional strategies and staff development plan for technology integration.			
12) Create master schedule that will provide common planning time for teams of teachers and promote time for PLC's.			
13) Use standarized rubrics for measuring responses for all Writing assignments and/or assessments of all content areas.			
 = 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.
















Next Year's Recommendation 2: Due to covid, we will scrutinize referral to intervention and increase Tier 1 intervention in the classrooms. IAT team focus will be on Tier 3 students.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Analyze student performance on state and national assessments disaggregated by LEP, 504, Intervention, and Special Education participation.			
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency.			
3) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
4) Provide staff development on data disaggregation and how the data will drive instruction.			
5) Analyze data during PLC's to drive instruction.			
 = 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.










Next Year's Recommendation 3: Due to covid, district grading policies have been changed. We will continue to follow district guidelines and will link student assessment to mastery of student expectations.
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Use grade and/or content specific grading rubrics.			
4) Follow district recommendations regarding the appropriate use of homework.			
5) Use campus grade and/or content appropriate retest standards.			
6) Using an RTI model, students who are failing will be identified and receive appropriate interventions in a timely manner.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: During the current school year, provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.










Next Year's Recommendation 4: Continue to 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		
	Nov	Aug	Aug
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			
3) Teachers will attend training opportunities for problem solving and high-level questioning and thinking skills needed to increase rigor.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
6) Continue to support campus PLC's.			
7) Allow time for consistent horizontal and team planning, as well as campus-based staff development.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 5: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.










Next Year's Recommendation 5: Due to covid, we were unable to have a summative evaluation. We will continue to implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
2) Continue/maximize the campus use of Accelerated Reading (AR) program.			
3) Provide time and materials for purposeful reading during the school day.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Provide information to teachers regarding special reading needs of dyslexia students.			
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			
6) Provide staff development about reading.			
7) Provide library books, online resources, and leveled books to support all learning styles.			
 = Accomplished  = 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.













Next Year's Recommendation 6: Continue to provide an array of learning opportunities geared for gifted & talented students to meet unique needs and provide extended support services.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Follow district G/T identification procedures.			
2) Promote G/T Summer Exploration Camp opportunities.			
3) Participate in Texas Performance Standards Project.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Cluster GT students with GT certified teachers.			
5) Continue GT Pullout program for identified students.			
6) Promote participation in the Duke Talent Search program in fourth grade.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 7: 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.

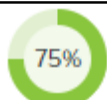



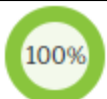










Next Year's Recommendation 7: Due to covid, no state assessments were taken. However, the MAP test, aware data and formative common assessments were used for data to differentiate instruction.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Campus intervention committee will develop plans for struggling learners who are not performing on grade level with Tier 1 support.			
2) Ensure the implementation of 504 accommodations for eligible students.			
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
4) Implement research-based programs designed to accelerate student learning.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Provide additional and individualized support to parents of at-risk students.			
6) Participate in transition meetings to support LEP students as they move from 4th grade to middle school.			
 = Accomplished  = 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.

Next Year's Recommendation 8: Due to covid, TELPAS was not completed. However, we will continue to assist EL learners to ensure their academic performance will equal or surpass that of the state.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection.			
2) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum.			
3) Implement the ESL scope and sequence at all grade levels.			
4) Implement Dual Language instruction to K-4.			
 = Accomplished  = No Progress  = Discontinue			
















Performance Objective 9: During the current year, 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: We will continue to participate in the coordinated school health plans.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Participate in district-wide coordinated school health initiatives such as: (a) Integration of technology websites promoting movement in classroom. (b) Continue community partnership involvement focused on health and fitness. (c) Continue school-wide emphasis on healthy living.			
2) Campus Health Advisory Committee (CHAC) will meet twice a year to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instruction.			
5) Provide parent education opportunities for coordinated school health.			
6) Integrate technology into physical education classes.			
 = Accomplished  = No Progress  = Discontinue			










Performance Objective 10: During the current year, student and teacher access to technology will increase according to the District Technology Plan.
















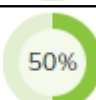
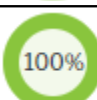
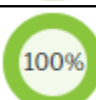












Next Year's Recommendation 10: Due to covid, teacher and student access to technology increased tremendously. One hundred percent of campus technology and mifis were distributed to students.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide the technical support needed to administer the required technology assessments.			
2) Classrooms will be equipped with minimum requirements for the "21st century classroom".			
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4), as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology and are trained in the implementation of TEKS/STAAR requirements.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 11: During the current school year, 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: We will continue to work collaboratively with the District Special Education Office to ensure the needs of each student are being met, including 100% compliance with all federal and state requirements.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
5) Follow district procedures regarding parental requests for a special education evaluation.			
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (a) using data from progress monitoring, CBA's, etc. to make determinations regarding state assessments and ensure progress, (b) ensure ARD document clearly delineates the need for STAAR/STAAR-Alt2 (i.e. PLAFF's, IEPS, deliberations) and (c) utilizing District/State required STAAR and STAAR-Alt2 Participation requirement forms.			
7) Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint training and Texas Behavior Support Initiative requirements.			
8) Follow district policy to ensure students with disabilities have access to facilities.			
9) Provide training and instructional materials for all teachers working with students with disabilities.			
10) Include special education teachers in training given in the area of dyslexia and related disorders.			
11) Monitor the number of students with disabilities being served in Least Restrictive Environments.			
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 12: During the current school year, increase the campus attendance rate to 98% or above for all students.

Next Year's Recommendation 12: Due to covid, we will continue to work towards 98% attendance or above for all students including










face to face and virtual.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			
2) Attendance incentives for students and staff will be utilized to recognize and promote outstanding attendance.			
 = 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 students.




Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.





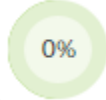

Next Year's Recommendation 1: Students will continue to receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			
 = 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.

Next Year's Recommendation 2: We will continue to immerse students in literature and technology rich environments that will provide them with information related to 21st century career opportunities.

























Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide students with real world experiences that explore a wide range of careers.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			
 = 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.






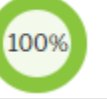




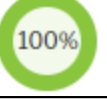
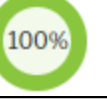

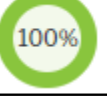
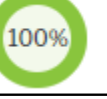

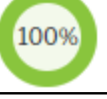


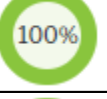
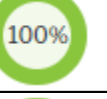



Next Year's Recommendation 1: We will continue to hire highly qualified individuals and support systems will be implemented to facilitate recruiting and retention of effective employees.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide support and staff development opportunities to increase skills in building relationships.			
2) Provide a mentor and staff development opportunities to new personnel.			
3) Provide Personalized Learning training opportunities for Connect teachers.			
4) Provide Dual Language training opportunities for campus staff.			
5) Provide supplemental materials and supplies for Dual Language teachers.			
6) Expand leadership and mentoring opportunities for all staff.			
7) 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 parents, businesses, and community stakeholders.

Performance Objective 1: During the current school year, 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: We will continue implementation of parent involvement programs to increase collaborative partnerships and encourage parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Include parent education component in orientation programs.			
2) Provide parent education on various topics.			
3) Offer resources to parents of students with dyslexia and related disorders as well as instructional intervention.			
4) Continue Parent Volunteer Partnership			
5) Provide parent resources regarding reading with children, online resources, and eBooks.			
6) Provide educational resources for parents on Bailey website.			
7) Provide instructional resources for parents to utilize at home with their child.			
8) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
9) Provide opportunities for parents to attend computer classes.			
 = 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.






















Next Year's Recommendation 2: We will continue to increase community involvement.
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			
3) Promote service organizations for students in school (Buzz Club, Safety Patrol)			
4) Implement district and campus spotlight, awards, and/or celebrations for exceptional service			
 = 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, 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: We will continue to 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		
	Nov	Aug	Aug
1) Provide staff development opportunities for Conscious Discipline training.			
2) Teacher implementation of Conscious Discipline strategies			
3) Provide training and implement effective strategies through PBIS (Safe & Civil Schools) to reduce inappropriate behavior.			
4) Provide mediation, conflict resolution, restorative practices, and bullying training opportunities for students and staff.			
5) Provide Crisis Training for Staff (Safety Drills)			
6) Provide ALICE Training to staff and an overview of the program to students			
7) Establish Threat Assessment Team			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Implement Threat Assessment and Management Process			
9) Provide Character Education programs.			
10) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior.			
11) Provide staff development concerning abuse and reporting obligations			
 = Accomplished  = No Progress  = Discontinue			

Beverly Hills Intermediate Performance Objectives 2019-2020

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		
	Nov	Aug	Aug
1) Integrate highly effective research based strategies across the content.			
2) Monitor curriculum implementation through walkthroughs.			
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
4) Provide ongoing staff development for the writing of campus created common assessments.			
5) Implement gradual release model for lesson design and delivery to ensure congruence with TEKS and classroom assessments.			
6) Ensure teachers attend district Focus Trainings.			
7) 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.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Create master schedule that allows for common planning time for departments.			
9) Manage funding to ensure highly effective instruction is implemented			
10) Improve student achievement			
11) Improve instruction and academic performance with the ELL students.1415.00			
 = Accomplished  = No Progress  = Discontinue			













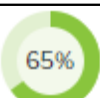
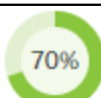
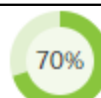



Performance Objective 2:

Data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.


























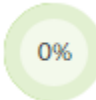

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will analyze assessment data for all subgroups to assist in making the necessary adjustments with instruction.			
2) Provide staff development on data disaggregation and how the data will drive instruction			
3) Teachers will analyze three week and six week failures to make adjustments with instruction, tutorials, and Bear Power Time drafting.			
4) Teachers will analyze the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Teachers will follow the district's grading policy.			
2) Establish departmental guidelines regarding the appropriate use of homework.			
3) Establish campus wide grade and/or content appropriate retest standards that are consistent with district policy.			
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)			
5) Mizuni dynamic pages will be used to document progress for students in the RTI process.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			
3) Provide training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
4) Provide training opportunities for curriculum components needed to increase relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional and support staff.			
6) Coordinate a team to implement and ensure an integrated staff development program.			
7) Coordinate staff development days to allow time for vertical, horizontal and team planning.			
8) Establish campus PLC's.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
2) Continue/maximize our district wide reading initiative, Extreme Reading Challenge.			
3) Provide time and materials for purposeful reading during the school day though Bear Power Time and Library Visits. (SG- Reading / ELL students)			
4) Provide information to teachers regarding special reading needs of dyslexia students.			
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			
6) Provide staff development opportunities about reading strategies for at risk readers.			
7) Provide library books and online resources to support all learning styles and all reading genres.			
 = 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		
	Nov	Aug	Aug
1) Ensure that the G/T identification procedure remains free from bias.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Promote participation in local and regional AP/PreAP staff development and assist teachers with program design and curriculum development.			
3) Continue AP/PreAP vertical team opportunities in all disciplines.			
4) Increase participation in Advanced Placement Programs in secondary schools for students in all subgroups and in AVID Classes.			
5) Participate in the Texas Performance Standards project.			
6) Provide each Pre-AP math, science and English teacher in grades 6 - 11 with a guide during the school year.			
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.			
8) Provide GT students with the opportunity to interact with their peers from other campuses.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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)			
3) Ensure the implementation of 504 accommodations for eligible students.			
4) Use data from TEKS-based assessments (common assessments or CBA) for early identification of individuals who might be at-risk of not mastering TEKS.			
5) Communicate alternative education opportunities for students at risk of dropping out which include Tegeler, Summit, and migrant students.			
6) Incorporate the transition plan at each campus to support ELL students as they move from 6 to 7, and 8 to 9th grade.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide library books for students who speak languages other than English.			
2) Provide ESL and ELPS training opportunities for all teachers.			
3) Prepare bilingual/ELL students for an appropriate and timely transition.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Follow district guidelines that have clear, high expectations for programs serving recent immigrants.			
5) Follow the ESL scope and sequence set forth by the district			
6) Provide staff development opportunities to incorporate specific strategies which support recent immigrants.			
 = Accomplished  = No Progress  = Discontinue			





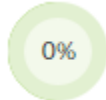

Performance Objective 9: The campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Implement Safe and Civil strategies with students.			
2) Provide training in behavior management.			
3) Provide mediation, conflict resolution, bullying and Safe and Civil training opportunities for students and staff. Following FFI (Local) in regards to bullying.			
4) Create a crisis management plan including safety drills			
5) Utilize Safe and Civil Team to implement effective strategies to reduce inappropriate behaviors.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Provide Gang Awareness training and Character Education.			
7) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.			
8) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.)			
9) Counselors will attend staff development aimed at reducing sexual abuse of children and character education programs.			
10) Counselors will attend suicide prevention training to learn how to assess level of risk, how to refer parents to community resources and information to share with staff regarding students.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide annual staff development to ensure consistent implementation of district wide and campus wide coordinated school health initiatives.			
2) Develop a campus health advisory committee to support coordinated school health goals and objectives to ensure that they are implemented.			
3) Use Fitnessgram Data for instructional planning.			













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Create opportunities for coordinated school health programs and activities.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 11: Pasadena ISD will be in 100% compliance with all state and federal regulations.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) The campus will follow the Student Code of Conduct as developed and revised annually by the district.			
2) The campus will have representation on the District Education Committee.			
 = 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 progress according to federal criteria. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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			








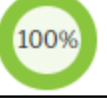
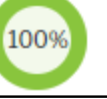

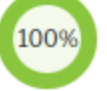

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Use research-based high yield strategies such as Big 8 Literacy Strategies and Instructional Technology strategies in Bear Power Time and through Step-ins to promote rigorous learning in support of student success. (SG - All Core Area Classes / Special education and ELL students.)			
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).			
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).			
 = 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		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			
2) The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, and other school officials for students with serious attendance problems identifying and implementing strategies/techniques that promote regular attendance.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campus will follow district procedures regarding parental request for special education evaluation.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
6) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			
7) Campus will follow district policy to ensure students with disabilities have access to facility.			
8) Campus will follow district procedures in addressing Transition requirements for students with disabilities.			
9) Provide training for all teachers working with students with disabilities.			
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.			
11) Provide staff development to special education teachers and support staff to ensure IDEA required transition components are implemented appropriately for students with disabilities.			
12) Implement Sheltered Instruction Observation Protocol (SIOP) training at campuses.			
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.			
 = Accomplished  = 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.

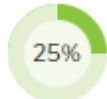
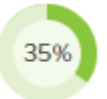
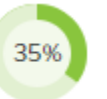




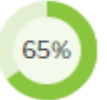





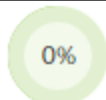

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) The campus and the Connect program will provide services to students at-risk and/or with flexible school needs.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: All teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Increase the integration of technology into instruction, curriculum and assessment, 7-8 grade as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Encourage more students to attend college by promoting College Career Nights and providing opportunities to visit college campuses.			
2) Encourage eligible students to participate in the Duke University talent search.			
3) Maintain Personal Graduation Plans for students in grades 6 - 12.			
4) Establish higher education promotion campaigns on each campus.			
 = 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		
	Nov	Aug	Aug
1) Administer Grade 7/8 aptitude and interest test and share with school counselors. (Kuder).			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Provide students with real world experiences that explore a wide range of careers.			
3) Provide "Career Planning Video" to assist 8th grade students/parents with Career Development Process information.			
4) Intermediate students, teachers, counselors, and parents are informed about higher education admissions, financial aid opportunities, TEXAS grant program and Teach for Texas Grant Program			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Hire and retain qualified teachers that fit the culture and climate of the campus.			
2) School members will provide new hires with the appropriate tools and information that will help them be successful within the school community.			
3) Provide support and staff development opportunities to increase skills in building relationships.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
 = 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		
	Nov	Aug	Aug
1) Provide parent education on various topics.			
2) Provide parents with information that can be utilized in the interpretation of test results.			
3) Provide educational resources for parents on our website.			
4) Provide instructional resources for parents to utilize at home with their child at various parent informational nights.			
5) Encourage parents to attend extracurricular activities.			
6) Encourage parents to attend involvement activities held at BHI which could include luncheons, breakfasts and other parental activities.			
 = Accomplished  = No Progress  = Discontinue			















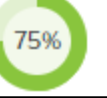



Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

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		
	Nov	Aug	Aug
1) Expand learning opportunities for students			
2) Expand learning opportunities for students in school/community service.			
3) Promote student/parent/business involvement through volunteerism.			
4) Promote and increase participation in student service organizations			
5) Promote/share/ highlight campus successes and events with community via local media (website, newspaper, social media)			
6) Continue to work with and support feeder campus with "Walk for Success".			
 = 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 use of technology will increase at the campus level and align to the District Technology Plan.

























Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Seamless integration of technology in all classes. Utilize Plan4Learning software to develop and monitor campus improvement plan.			
2) Increase the integration of technology into instruction, curriculum and assessment campus wide via the 1 to 1 initiative.			
3) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
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.			
5) Continue integration of e-books			
 = Accomplished  = No Progress  = Discontinue			

Bondy Intermediate Performance Objectives 2019-2020




Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.


































Performance Objective 1: By June 2020, the percentage of students who are at meets 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 the Summit personalized learning platform.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Students will use technology, manipulatives, and linguistic supports to comprehend and improve math content knowledge.			
2) Utilize critical thinking verbs, Big 8 Strategies, and/or 7 Steps to create lessons that improve student achievement.			
3) Utilize cooperative learning and peer tutoring to keep students engaged in learning.			
4) Academic departments will create a PLC SMART Goal for Student Expectations covered each 6 weeks.			
5) Additional teachers will gain ESL certification.			
6) Utilize an ESL aide and Spanish teacher to tutor ELL students struggling in core classes.			
7) Teachers will obtain SIOP training to facilitate success with the ELL population.			

















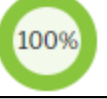
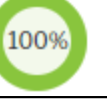


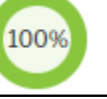



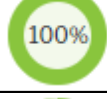
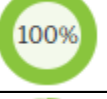
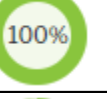
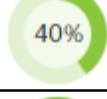
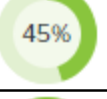
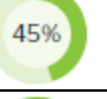



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Classroom teachers will implement SDI strategies to facilitate the success of the Special Education population.			
9) Provide more ebooks for students to be able to access more reading materials on tablets.			
10) Use supplemental practice materials in reading and writing for ELL and SPED students. (ex. ESL Smart, Leveled Reading Kits, Spelling City, IXL Math, Saddleback, etc.)			
11) Teachers will meet once a week as a content team for PLC to plan rigorous and relevant curriculum and develop personalized lesson plans.			
12) All teachers will utilize the Personalized Learning platform which contains rigorous curriculum.			
13) Campus Content Coaches will create weekly homework tasks for students that will assist them to complete rigorous curriculum in the Personalized Learning platform.			
14) Computer games and manipulatives will provide additional practice for struggling Reading and Math students and will help motivate students to improve skills and increase content knowledge.			
 = Accomplished  = No Progress  = Discontinue			










Performance Objective 2: Using state and district aligned curriculum resources, the percentage of students who are at meets 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		
	Nov	Aug	Aug
1) Provide opportunities for students to increase knowledge of world events through the use of online news subscriptions and periodical magazine subscriptions.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Provide calculators, batteries, and chargers for state, district and campus mandated testing.			
3) Provide literature reflecting ethnic and gender interests, anti-bullying, anger control, biographies, social media responsibilities, and citizenship.			
4) Provide up-to-date dictionaries/translators which include etymologies to aid special populations (ELL, SPED and PAP) opportunities to improve.			
5) Utilize the Star assessment and Literably, to determine levels, strengths, weaknesses and growth for ELL, SPED, and Intervention students in Tier 2 and 3.			
6) Teachers will analyze MAP data and scale score reports before school starts and continue throughout the school year.			
7) Utilizing a measurable curriculum, faculty and staff will align written curriculum, instructional strategies and assessments to TEKS based Instructional Targets.			
8) Vertically align core curriculum between Middle School, Intermediate, and High School with emphasis on grade reporting.			
9) 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.			
10) Utilize ESL Smart and Leveled Literacy Instruction Reading kits to help English Language Learners speak, read, write, and understand English.			
11) Teachers will utilize the personalized learning curriculum to create rigorous and customized lessons.			
 = Accomplished  = No Progress  = Discontinue			




























Performance Objective 3: By the end of the 2019 - 2020 school year, students will be provided more activities which promote real-life application.























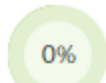

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Offer high school credit for Art, Speech, Spanish I and II, Algebra I, and Health to lessen the coursework required for students after entering high school.			
2) Incorporate PAP classes (Science, Math, History, English, Reading, Algebra) in to Master Schedule.			
3) Encourage student participation in Science Club which promotes awareness of recycling and restoration of the ecosystem.			
4) Students will participate in the district-wide competition, "Name That Book".			
5) Continue UIL competition, Pop Show, Holiday Performances, and Year-Round Performances to provide opportunities for artistic expression and promote parental involvement.			
6) Participate in competitions in Speech, Art, Chess, Accelerated Reader, Extreme Reading, Name That Book, and Pentathlon.			
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.			
8) Broadcast school news, school events, and pictures to promote campus culture.			
9) Provide students with real-life experiences through participation in academic field trips.			
10) Gifted and Talented students are required to create a cross-curricular project as part of the program requirements.			
11) Schedule field trips for the Gifted and Talented, Summer Reading students and core classes which will correlate with their unit of study.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
12) Provide field trips to college campuses for students.			
13) Establish leadership and citizenship opportunities through a variety of student clubs and organizations.			
 = 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 who score at meets or above and increase progress on the 2020 STAAR Tests.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) A Title 1 certified teacher is utilized on campus to provide intervention supports for struggling students.			
2) Provide Intervention through a dedicated support teacher for reading and math, 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.			
3) Maintain a garden learning center to be used by the SUCCESS class, Science class, and Science Club.			
4) Provide supplies needed to enhance and ensure effective learning environments and testing environments for all learners.			
5) Use the SD (Self Directed) time for students who are struggling academically (Additional Targeted Support student focus-ATS) and for students in Tier II-III Intervention.			
6) Train administrators and teachers on the use and effectiveness of PLC's. (Solution Tree)			
7) Train administrators and teachers on RTI (Mike Mattos) strategies.			
8) 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.			
9) Use SD time to target students to provide enrichment toward a goal of raising percentage of students scoring "Masters" on STAAR tests.			







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
10) Teachers and students are provided a longer lunch period to provide a midday 'refresh' to promote the afternoon learning environment.			
11) 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.			
12) Rosetta Stone will be utilized in ELL classes and Self Directed (SD) time for English Language Learners to learn English.			
13) Utilize staff members to provide support for ELL students during campus wide flexible time.			
14) Computer games and manipulatives will provide additional practice for struggling Reading and Math students and will help motivate students to improve skills and content knowledge.			
15) Utilize the intervention Committee to identify and prescribe services for Tier 2 and Tier 3 students.			
16) Teachers will incorporate campus guidelines for CHAMPS and PBIS.			
 = Accomplished  = No Progress  = Discontinue			
















Performance Objective 2: Implement research based programs and strategies in various accommodating time schedules to increase the number of students at meets grade level performance on the 2020 STAAR tests.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide subject area remediation during Saturday Camp focusing specifically on content vocabulary and target SE's.			













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) The Title 1 Aide will follow a rotation schedule to provide support to At-Risk students based on student/teacher needs.			
3) Provide school-wide power reading time in Mentor Monday SD (Self Directed) and during SD time on PLC day .			
4) Teachers will work in Extended Day Program year round, after school (5pm bus service) and Saturdays, to tutor struggling students in the core subject areas and to prepare them for STAAR testing.			
5) Schedule tutorials before and after school specifically for ELL and SPED students to target weaknesses in all core subjects.			
6) Teachers and students are provided a longer lunch period to provide a midday 'refresh' to promote the afternoon learning environment.			
7) Schedule Level 1 and Level 2 LEP students in small group ESL classes and schedule Level 5 students in small group reading classes.			
 = Accomplished  = No Progress  = Discontinue			













Performance Objective 3: By June 2020, 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		
	Nov	Aug	Aug
1) Special education staff members are participating in GLTs and PLCs to collaboratively come up a plan to help struggling SpEd students.			
2) Special education staff pull struggling SpEd students for additional small group intervention during SD time.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Special Education teachers and aides will provide morning and after school tutorials for Special Education students to get small group tutorials and remediation.			
4) BSS teachers, aides, PE teachers, and all principals will become CPI (Crisis Prevention) certified and maintain that certification each year employed at Bondy Intermediate.			
5) 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.			
6) Students aides will be utilized to foster positive interaction between regular education students and SUCCESS students.			
 = Accomplished  = No Progress  = Discontinue			


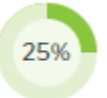










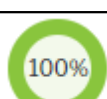
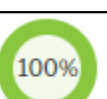
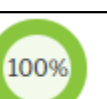



Performance Objective 4: Analyze state, district, campus academic data to individualize learning for specific monitor groups to increase the number of students who meet grade level performance on the 2020 STAAR tests.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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)			
2) 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)			
3) Create red day/blue day schedule reading intervention for Tier 3 struggling readers and students diagnosed with dyslexia.			
4) 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)			




















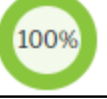
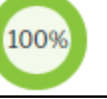


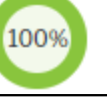
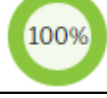
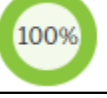




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Teachers will utilize STAAR formatted tests, content assessments, MAP testing, and LTF Diagnostics throughout the year to monitor in eduphoria and chart student achievement.			
6) An Intervention team will monitor Tier 2 and 3 student grades to suggest classroom interventions to improve student grades and academic performance.			
7) Utilize platform data to address and plan remediation for the subpopulation gaps through intervention, extended day, Self Directed (SD) time, PLCs, and leadership meetings.			
 = Accomplished  = No Progress  = Discontinue			

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: By the end of the 2019-2020 school year, students will be provided more motivational and preparatory activities for transition into new educational settings.

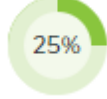










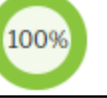


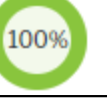
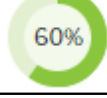





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) Eighth grade students will be advised by high school counselors and participate in a one-day camp at the feeder high school.			
2) Sixth grade students from the feeder middle schools will be advised by Bondy Administrators and they will participate in a one-day camp during a regular school day to prepare them for the transition to Intermediate school.			
3) Principal and staff will continue vertical planning. This includes luncheons and staff development.			
TEA Priorities Connect high school to career and college 4) Eighth grade students will visit CTHS in the Fall 2019 to help them determine their high school path before registration in the spring.			
5) Eighth grade students will be visited by PMHS Early College in the Fall 2019 to help them determine their high school path before registration in the spring.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: By the end of the 2019-2020 school year, students will be provided more motivational and preparatory activities for college and career exploration.



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) Create and provide college week activities and/or theme days to promote college awareness.			
TEA Priorities Connect high school to career and college 2) Schedule and hold annual Career Day to inform students of career options.			
3) 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.			
4) AVID skills and Summit Habits of Success are integrated in 7th and 8th grade Personalized Learning classes, which teaches skills needed to be successful in college.			
5) Students will be exposed to different college campuses during field trips.			
6) Teachers will be trained in Summit Personalized Learning strategies which prepare students for college courses and careers through developing self-direction and other Habits of Success.			
7) 7th grade students will take The Kuder Career Needs Assessment (KCNA) to determine what they need in their career and educational development.			
8) 8th grade students will participate in the PSAT to begin to identify strengths and weaknesses to prepare for the SAT in high school.			
9) Students will be identified to participate in the Duke Talent Identification Program in order to give students early exposure to the PSAT.			
<div>  = Accomplished  = No Progress  = Discontinue </div>			

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.




Performance Objective 1: By June 2020, teachers will be provided more opportunities to build peer relationships and positive work environment.

























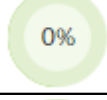

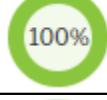
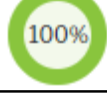
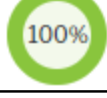
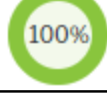



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Celebrate teacher dedication to student success at Faculty Meetings, luncheons, and breakfasts.			
2) The campus will celebrate diversity by recognizing cultures within the school population.			
3) Faculty and staff will vote on a Teacher of the Year to be entered in to the district competition. The nominated teacher will be interviewed and a narrative will be written about his/her life in education and accomplishments.			
4) Faculty and staff will celebrate the successes of their peers during luncheons, faculty meetings, the weekly shoutout and bulletin board messages.			
5) Teachers and staff will be recognized on their birthday with a personalized birthday cup with their favorite sweets.			
6) Staff members participate in the school-wide kindness initiative.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: By June 2020, 100% of new teachers will receive induction support.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) New teachers will receive a mentor to provide support and assistance as needed.			
2) New teachers will participate in New Teacher Orientation (#BondyProudAcademy) which will provide information on school policies and procedures.			
3) Administration will attend job fairs, recruit from out-of-state and utilize Human Resources to find highly qualified teachers to fill vacant positions.			
4) New teachers will be trained in effective teaching practices (RISE Program) through PISD professional development class offerings.			
5) 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 9. ALICE			
 = Accomplished  = No Progress  = Discontinue			












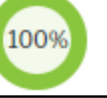
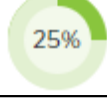

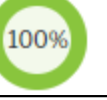

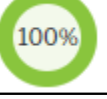

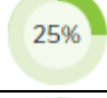
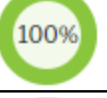
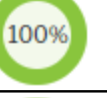
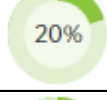
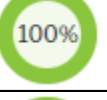
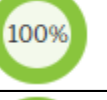
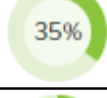
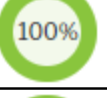
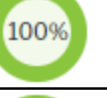



Performance Objective 3: By June 2020, 100% of professional staff will participate in regular campus and district staff development sessions based on target audience.



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Continue the position of Technology Liaison(s) to train teachers on latest technology hardware and programs. Four individuals will take this title.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Provide staff development in areas of classroom management, Inclusion/Special Education, mentoring, self-directed learning cycle, PBIS, SDI strategies, RTI strategies, Personalized Learning, and 7 Steps training.			
3) Core content teachers, DAIT, and other instructional staff will participate in SIOP training and ESL Academy (obtain ESL Certification).			
4) Campus will work collaboratively with district Special Education Specialists to receive training on the ARD process and how to interpret and implement IEP's.			
5) Campus Content Coaches will assist teachers with generating STAAR reports and MAP data, AWARE data and Platform data to 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.			
6) 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.			
7) Campus Content Coaches will utilize Instructional Coaching strategies and principles to assist teachers with instruction, discipline, and other areas as needed.			
8) 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.			
9) Teachers will participate in weekly PLCs to discuss relationship focus, instructional objectives, analyze data, and plan using district scope and sequence.			
10) Recognize and honor "New Teacher of the Year," "Teacher of the Year," and "Non-certified staff member of the year" and all teachers during Teacher Appreciation Week to promote a positive working environment.			
11) Teachers will attend PL convening and other conferences/professional development to receive instruction on best teaching practices, personalized & differentiated learning, and technology advancements.			
 = Accomplished  = No Progress  = Discontinue			










Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.



















Performance Objective 1: By June 2020, increase the number of academic and family services to parents and families.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
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 marquee2			
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.			
4) Display/advertise school events, news, holidays, and pictures on digital School Marquee and via social media.			
5) Host an EL Night, a Family Night, a UIL Parent Night, and Parent conferences for struggling students as needed for parents to meet teachers, counselors, and administrators and tour the school.			
6) Schedule a "Parent Night at the Book Fair" inviting parents and students to come and shop in the evening.			
7) Provide school supply assistance and community services to homeless and migrant students to ensure success.			
8) Schedule Bondy Patriot Camp/Orientation annually for incoming 7th graders which provides information on schedules, dress code, transportation, and first day procedures.			
9) Coordinate counseling support and references to help students and parents deal with natural disasters, grief/loss, anger, self esteem, pregnancy and other personal issues as needed.			
10) Create opportunities for parents and teachers to help students achieve individualized Accelerated Reader goals.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
11) Provide informational opportunities for parents and students to inform/recognize signs of depression, bullying, gang violence, internet and sexual predators, and social networks.			
12) Notify parents via phone each time their child is absent. Utilize district created Parent/Student Attendance Contract to determine needs of students who have long term absences.			
13) Utilize the School Messenger System (Skylert) to send automated messages to parents in English and Spanish.			
14) Administer proper dyslexia screening to those students suspected of having reading difficulties in this area. Foster parent involvement through parental notification aimed at helping parents support identified children.			
15) Provide an English Language Learner Family Night to increase family support and student learning in the classroom.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Offer academic, attendance, and honor roll incentive opportunities throughout the year and notify parents of the achievement.			
2) Offer intramural activities for students not involved in any athletic programs.			
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.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Schedule the annual Spelling Bee for classroom finalists and invite parents to watch competition.			
5) Promote student participation in art contests - area Art Contests, Fire Prevention, and Rodeo Art.			
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.			
7) Reward individual student achievement by recognizing and naming "Students of the Month". Administrators travel to student homes to award students each month.			
8) Promote and encourage parent and student participation in donation drives			
 = Accomplished  = No Progress  = Discontinue			























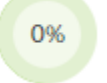







Performance Objective 3: Increase meaningful opportunities for parents to have a significant and profound voice in their child's learning community.
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Create flexible ARD and Intervention schedule to involve parents and teachers in decision-making process.			
2) Parents will assist in overall plans for campus improvement through their involvement/participation in the Site Based Decision Making process.			
3) Parents will be given the opportunity to attend meetings to help plan and schedule fundraisers for the 8th grade Prom at the end of the year.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
5) Core classroom teachers will provide numerous opportunities for parents to learn about the Student Platform, participate in student led conferences and attend Parent Informational Events.			
6) Provide resources and information relevant to ELL students at our ELL Parent Night.			
 = Accomplished  = No Progress  = Discontinue			

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.























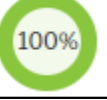
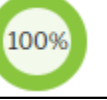



Performance Objective 1: Maintain or increase school partnerships with area businesses and community leaders.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide opportunity for area college students to complete observation hours required and student teaching assignments.			
2) Principal is a member of the WorkPlace Network which provides discounts and coupons for staff donated by area businesses.			
3) Promote relationships between school and community businesses by hosting Bondy Days at area restaurants with percentage of profit being donated back to school.			
4) Solicit prizes and donations from area businesses to use at Parent Meetings which should increase parent involvement.			
5) Schedule prominent community leaders to speak to parents and students at award ceremonies.			
6) Schedule an assembly and reception every year honoring veterans on Veterans Day.			
7) Promote and encourage students, parents, and staff to participate in donation drives to benefit local organizations such as The Birthday Joy Program, Step Up Houston, Ronald McDonald House, and area food banks, nursing homes, and homeless populations.			
8) Reach out and utilize local vendors to provide entertainment and supplies for the Bondy Bash at the end of the year.			
9) Provide opportunity for students to participate in Manufacturing Day at San Jacinto College Central's new LyondellBasell Center For Petrochemical, Energy, & Technology (CPET) building and Air Products in Pasadena, TX.			
10) Solicit Rice Space Institute to provide scholarships for girls to attend the Reach for the Stars STEM Festival at Rice University.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
11) Provide an opportunity for students to attend Lone Star Flight Museum.			
12) Invite an astronaut to speak to students during the Association of Space Explorers XXXII Planetary Congress Community Day.			
13) Promote relationships between school journalism students and local community and government leaders by connecting students with prominent politicians, scientists, and athletes for school newspaper interviews.			
14) Schedule community members to speak to students about their occupation on Career Day.			
 = Accomplished  = No Progress  = Discontinue			

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Increase the number of teachers who supplement their lessons with appropriate technology to produce projects and/or provide remediation.










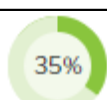
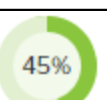
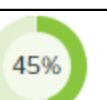
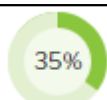
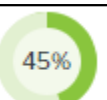
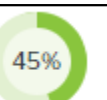



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide refresher training for teachers in Mizuni, Skyward, Lanschool, Eduphoria, Summit platform, and other district applications and explicit training to new employees.			
2) Provide technology training on teacher web resources and district purchased computer programs/software, Literably, Rosetta Stone, Spelling City, Schoology, Smore, Flocabulary, BrainPop, Remind, Kahoot, Google Docs, Google Classroom, Quizlet Live, One Note, NewsELA, AVID Weekly, textbook online resources, etc.			
3) Provide opportunities for staff development in technology to promote and encourage use of laptops.			
4) Continue using web-based Accelerated Reader and Read Squared program.			
5) Increase project based technology integration in lessons.			
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.			
7) Provide the opportunity for each student and teacher to have a personal tablet that is utilized on school assignments.			
8) Provide an on-campus tech position for servicing student devices.			
9) Tech Liaisons will teach and inform teachers of the available technology resources to be utilized in curriculum.			











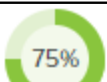
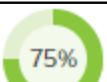












Strategy Description	Formative Reviews		
	Nov	Aug	Aug
10) Provide translation headsets for parents at meetings and campus events.			
11) Provide each student with a new tablet case to be used every day.			
 = Accomplished  = No Progress  = Discontinue			










Burnett Elementary Performance Objectives 2019-2020

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.







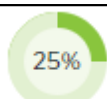
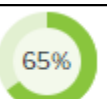
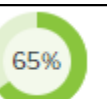
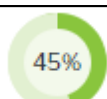
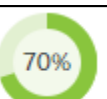
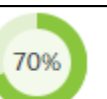
Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.














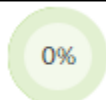

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Monitor curriculum implementation through campus walkthroughs. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 2) Follow the district's scope and sequence and develop lesson plans and common assessments based on the bundled student expectations. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals 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)			
TEA Priorities Build a foundation of reading and math 4) Integrate relevant literacy skills across all content areas. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 5) Implement gradual release model for lesson design and delivery. (ATS - All, White)			
6) Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas. (ATS - All, White)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.			
TEA Priorities Build a foundation of reading and math 8) Use on-line databases, ebooks, books, and other resources for specific TEKS. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals 9) Provide staff development on utilization of on-line databases and resources. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 12) Provide instructional materials to implement research based strategies on a daily basis that promote a variety of learner engagement techniques. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 13) Develop and provide research based instructional strategies and staff development plan for technology integration. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals 14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's. (ATS - All, White)			




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 15) Use assessment data to develop grouping arrangements and provide support for students based specific student expectations. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 16) Schedule quarterly planning meetings to discuss the district's scope and sequence to ensure that all teachers are following the timelines and implementing effective instructional strategies. (ATS - All, White)			
 = 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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 3) Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process. (ATS - All, White)			






















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Provide staff development on data disaggregation and how the data will drive instruction. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 6) Use data disaggregation to drive instruction. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 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)			
TEA Priorities Build a foundation of reading and math 8) Conduct data discussions with grade level PLC teams and individual students and make instructional adjustments to help students succeed. (ATS - All, White)			
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Create a staff development plan that supports implementation of district-wide initiatives. (ATS - All, White)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Teachers will attend training opportunities for curriculum components needed to increase relevance. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Establish and support campus PLCs. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 6) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 7) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. (ATS - All, White)			
 = Accomplished  = No Progress  = Discontinue			

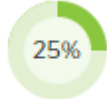


Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.










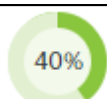
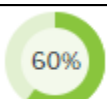
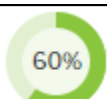
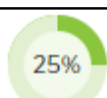
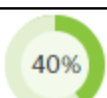
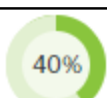
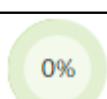
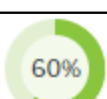
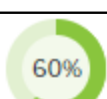



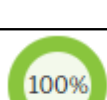
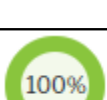
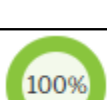



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 2) Provide time and materials for purposeful reading during the school day. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Provide information to teachers regarding special reading needs of dyslexia students. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Provide staff development about reading strategies. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 6) Provide library books and online resources to support all learning styles. (ATS - All, White)			
 = 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		
	Nov	Aug	Aug
1) Follow district G/T identification procedure.			
2) Promote G/T Summer Exploration Camp opportunities.			
3) GT students will participate in the Texas Performance Standards Project.			
4) Students will be clustered and instructed by G/T Certified teachers.			
5) Implement G/T Pullout program for identified students.			
6) Promote participation in the Duke Talent Search program in fourth grade.			
 = Accomplished  = No Progress  = Discontinue			






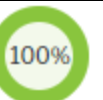









Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. (ATIS - All, White)			
















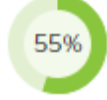


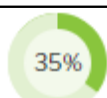
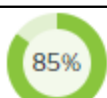
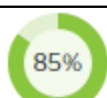
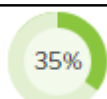
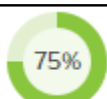
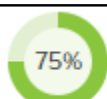
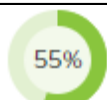



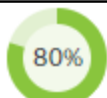
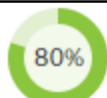



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 2) Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 3) Ensure the implementation of 504 accommodations for eligible students. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 5) Implement research-based programs designed to accelerate student learning. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 6) Provide additional and individualized support to parents. (ATS - All, White)			
7) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.			
TEA Priorities Build a foundation of reading and math 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)			
TEA Priorities Build a foundation of reading and math 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. (ATS - All, White)			
10) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			













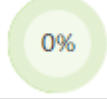

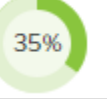






Performance Objective 7: During the current school year, all staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collection.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum.			
TEA Priorities Build a foundation of reading and math 4) Implement the ESL scope and sequence at all grade levels.			
 = 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		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			
TEA Priorities Recruit, support, retain teachers and principals 3) Create a crisis management plan, including safety drills.			
TEA Priorities Recruit, support, retain teachers and principals 4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
TEA Priorities Recruit, support, retain teachers and principals 5) Provide Gang Awareness training and Character Education programs.			
TEA Priorities Recruit, support, retain teachers and principals 6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior.			
TEA Priorities Recruit, support, retain teachers and principals 7) Provide staff development concerning abuse and reporting obligations.			
8) Provide staff development concerning abuse and reporting obligations.			
9) Continue to implement school-wide Guidelines for Success and review common area expectations with students and staff members.			
10) Develop CHAMPS expectations for activities and transitions and display posters throughout the building to remind students of the expectations.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Participate in district-wide coordinated school health initiatives.			
TEA Priorities Recruit, support, retain teachers and principals 2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instruction			
5) Provide Parent Education Opportunities for coordinated school health at each campus.			
6) Participate in a variety of events that promote healthy living: Walk for Sight, Walk for Diabetes, Jump Rope for Heart, etc. and invite parents to attend.			
 = 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.



















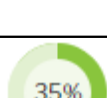


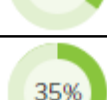


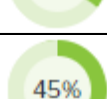
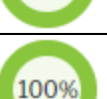
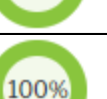

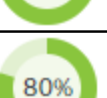

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Use district-wide grading standards that are linked to student expectations and are based on best practices.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.			
TEA Priorities Build a foundation of reading and math 3) Use grades and/or content specific grading rubrics.			
TEA Priorities Build a foundation of reading and math 4) Use district guidelines regarding the appropriate use of homework.			
TEA Priorities Build a foundation of reading and math 5) Use district-wide grade and/or content appropriate standards.			
TEA Priorities Build a foundation of reading and math 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: During the current school year, increase the campus attendance rate to 97% or above for all students.










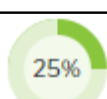
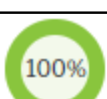
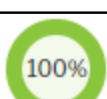



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problem.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			
 = Accomplished  = No Progress  = 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		
	Nov	Aug	Aug
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines.			
5) Campus will follow district procedures regarding parental request for special education evaluation.			
6) Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documents clearly delineates the need for STAAR /STAAR Alt (i.e. PLAFF's, IEPS, deliberations) and (3) utilizing district/state required STAAR and STAAR Alternative Participation Requirements forms			
7) Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			
8) Campus will follow district policy to ensure students with disabilities have access to facilities.			
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.			
TEA Priorities Build a foundation of reading and math			
10) Special Education teachers are included in training given in the area of dyslexia and related disorders			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.			
TEA Priorities Build a foundation of reading and math 12) Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an Accelerated Instruction/Intensive Program of Instruction.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide the technical support needed to administer the istation assessments that are required.			
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom".			
TEA Priorities Build a foundation of reading and math 3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements			
 = Accomplished  = No Progress  = Discontinue			

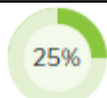








Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) Encourage more students to attend college by promoting College Week.			
TEA Priorities Connect high school to career and college 2) Establish higher education promotion campaigns.			
 = Accomplished  = No Progress  = Discontinue			













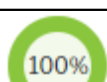

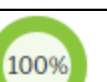


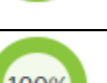



Performance Objective 2:

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		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) Provide students with real world experiences that explore a wide range of careers.			
TEA Priorities Connect high school to career and college 2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			
 = Accomplished  = No Progress  = Discontinue			




















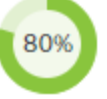







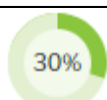
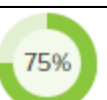
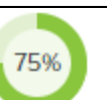
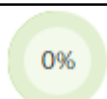
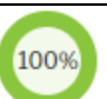
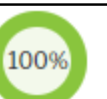
Goal 3: We will actively recruit, develop, and retain a highly qualified staff.




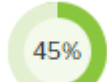











Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Provide support and staff development opportunities to increase skills in building relationships.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide mentorship and staff development opportunities to new personnel.			
TEA Priorities Recruit, support, retain teachers and principals 3) Expand leadership and mentoring opportunities for all staff.			
TEA Priorities Recruit, support, retain teachers and principals 4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
TEA Priorities Recruit, support, retain teachers and principals 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.			
TEA Priorities Recruit, support, retain teachers and principals 6) Encourage all new teachers to attend Effective Teaching Practices training and provide additional instructional support on campus.			
 = Accomplished  = No Progress  = Discontinue			













Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.





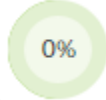

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Include parent education component and orientation programs.			
2) Implement Superintendent's Stay in School Project/District Attorney Partnership.			
TEA Priorities Build a foundation of reading and math			
3) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
4) Provide parent workshops regarding reading with children, online resources and eBooks.			
5) Provide educational resources for parents on the website.			
6) Provide instructional resources for parents to utilize at home with their child.			
TEA Priorities Build a foundation of reading and math			
7) 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, test results, etc.			
8) Provide information that can be utilized with students and parents in the interpretation of test results.			
9) Invite parents to visit the campus to meet with teachers and review students' work during Texas Public Schools Week.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
10) Schedule grade level music programs to showcase students' talents in fine arts.			
11) 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.			
12) Implement the WatchDogs program. (Dads of great students)			
13) Implement the HOUSE System program			
 = 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		
	Nov	Aug	Aug
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism and community service.			
3) Promote service organizations for students in school (School Helpers, etc.)			
4) Participate in the See to Succeed program			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers, 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: 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		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students.			
2) Provide opportunities to attend behavior management trainings			
3) 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.			
TEA Priorities Recruit, support, retain teachers and principals			
4) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.			
5) Implement and age appropriate and vertically aligned guidance curriculum.			
6) Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide training to campus Medical Emergency Response Team (MERT) by incorporating Stop the Bleed			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide opportunities for staff to attend district ALICE trainings.			
TEA Priorities Recruit, support, retain teachers and principals 3) Develop and implement campus Emergency Operation Plans and safety drills, including unification plan.			
TEA Priorities Recruit, support, retain teachers and principals 4) Provide opportunities for employees to be trained in personal safety.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
 = Accomplished  = No Progress  = Discontinue			




























Bush Elementary Performance Objectives 2019-2020

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.

Targeted or ESF High Priority







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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		
	Nov	Aug	Aug
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.			
8) Use on-line data bases, ebooks, books, and other resources for specific TEKS.			
9) Provide staff development on utilization of on-line databases and resources.			
10) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.			
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.			
12) Provide instructional materials and Implement research based strategies on a daily basis that promote a variety of learner engagement techniques.			
13) Develop and provide research based instructional strategies and staff development plan for technology integration.			
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation.			
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency.			
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction.			
6) Use data disaggregation to drive instruction.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
6) Establish and support campus PLCs.			
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
2) Continue/maximize the campus use of Accelerated Reading Instruction			
3) Provide time and materials for purposeful reading during the school day.			






















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Provide information to teachers regarding special reading needs of dyslexia students.			
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			
6) Provide staff development about reading strategies.			
7) Provide library books and online resources to support all learning styles.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Follow district G/T identification procedure			
2) Promote G/T Summer Exploration Camp opportunities.			
3) Participate in Texas Performance Standards Project			
4) Students will be clustered and instructed by G/T Certified teachers.			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Implement G/T Pullout program for identified students			
 = 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		
	Nov	Aug	Aug
1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
2) Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
3) Ensure the implementation of 504 accommodations for eligible students.			
4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS			
5) Implement research-based programs designed to accelerate student learning.			
6) Provide additional and individualized support to parents of at risk students			
7) Participate in transition meetings to support LEP students as they move from 4th to 5th grade.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			
 = 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		
	Nov	Aug	Aug
1) Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection.			
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum.			
4) Implement the ESL scope and sequence at all grade levels.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students			
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			
3) Create a crisis management plans, including safety drills.			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Gang awareness training and Character Education programs			
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior.			
7) Provide staff development concerning abuse and reporting obligations			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Participate in district-wide coordinated school health initiatives.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis			
4) Administer Fitnessgram and use reports to drive instruction			
5) Provide Parent Education Opportunities for coordinated school health			
 = Accomplished  = 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		
	Nov	Aug	Aug
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 wide grade and/or content appropriate retest standards.			













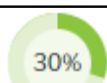








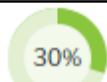











Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 11: During current year, increase the campus attendance rate to 97% or above for all students.
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problem.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			
 = Accomplished  = 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		
	Nov	Aug	Aug
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.			







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campuses will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
5) Campuses will follow district procedures regarding parental request for special education evaluation.			
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR and STAAR Alt (ie., PLAFF's, IEPS, deliberations) and (3) utilizing District/State required STAAR an STAAR Alternative Participation Requirement Forms			
7) Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			
8) Follow district policy to ensure students with disabilities have access to facilities.			
9) Provide instructional supplies and training for all teachers working with students with disabilities.			
10) Include special education teachers in training given in the area of dyslexia and related disorders.			
11) Monitor the number of students with disabilities being served in least restrictive environments.			
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide the technical support needed to administer the iStation assessments that are required.			
2) Classrooms will be equipped with at least minimum requirements for the "21st century classroom"			
3) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
 = Accomplished  = 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.



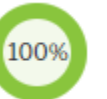




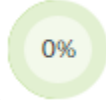

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Use Research Based Instructional Strategies to train the Personalized Learning teachers.			
2) Ensure that students in the Personalized Learning Program are empowered to become self-directed learners and develop the habits, mindsets and behaviors that lead to academic and personal success.			








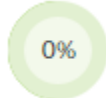

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Conduct scheduled parent conferences about the Personalized Learning students' progress.			
4) Identify and recruit students to apply for the Personalized Learning Program at the 4th Grade level.			
5) Conduct ongoing staff development for Personalized Learning teachers.			
 = 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, students will receive information and guidance necessary to facilitate successful entry to post-secondary education.




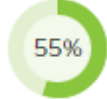














Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			
 = Accomplished  = No Progress  = Discontinue			

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		
	Nov	Aug	Aug
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide support and staff development opportunities to increase skills in building relationships.			
2) Provide mentorship and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
5) Provide Peer observation opportunities.			
 = Accomplished  = 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.

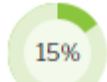

















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Include parent education component in orientation programs.			
2) Provide parent education on various topics.			
3) Provide parent workshops regarding reading with children, online resources and ebooks.			
4) Provide educational resources for parents on their website.			
5) Provide instructional resources for parents to utilize at home with their child.			
6) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title I information and Texas Academic Performance Report (TAPR) data.			
 = 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		
	Nov	Aug	Aug
1) Promote student/parent/business involvement through volunteerism.			
2) Promote service organizations for students in school			
3) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers.			
 = Accomplished  = No Progress  = Discontinue			













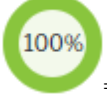


Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff

Performance Objective 1: During the current school year, 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		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students.			
2) Provide opportunities to attend behavior management trainings.			
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).			
4) Create campus safety crisis management plans, including safety drills			
5) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior.			
6) Provide 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.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
7) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.			
8) Implement and age appropriate and vertically aligned guidance curriculum.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide training to campus Medical Emergency Response Teams (MERT) by incorporating Stop the Bleed.			
2) Provide opportunities for employees to be trained in personal safety.			
3) Provide opportunities for staff to attend the district ALICE trainings			
4) Develop and implement campus Emergency Operation Plans and safety drills including a reunification plan.			
 = Accomplished  = No Progress  = Discontinue			










Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
2) Provide support for student and staff participation in service learning opportunities.			
 = Accomplished  = No Progress  = Discontinue			








De Zavala Middle School Performance Objectives 2019-2020

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.







Performance Objective 1: By April of 2020, 50% of 5th grade students will meet grade level expectations on their STAAR Reading (up from 38%), and by June 2020, 50% of 6th grade students will meet grade level expectations on STAAR Reading (up from 15%).

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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 2020, 50% of 5th grade students will meet grade level expectations on their STAAR Math (up from 39%), and by June 2020, 50% of 6th grade students will meet grade level expectations on STAAR Math (up from 9%).

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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 number sense through the use of warm-ups, small group lessons, think alouds, and DreamBox.			
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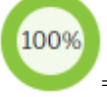


Performance Objective 3: By June of 2020, 50% of 5th grade students will meet grade level expectations on their STAAR Science (up from 25%)

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
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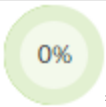

Performance Objective 4: By June of 2020, 100% of students identified gifted and talented will meet grade level expectations on STAAR reading, math, and science portions of the state assessment.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will incorporate enrichment activities in their lessons which address the needs of gifted and talented students.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 5: By April or June of 2020, 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		
	Nov	Aug	Aug
1) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
2) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.			
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.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 6: By April of 2020, 100% of our ELL students will show growth of at least one proficiency level across all TELPAS domains.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) All ELL students will be receiving targeted interventions including small group, English Language Development club, Rosetta Stone, ESL reading SMART, Literably etc....			
 = 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.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Adopt a district-wide career awareness curriculum to expose students to career clusters in grades K-6.			
2) Explore various college opportunities during College Week.			
 = 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		
	Nov	Aug	Aug
1) Provide substitutes for Math, Science, ELAR, and Social Studies teachers so they can attend campus based staff development with District Instructional Specialists, Peer Facilitators, and Administrators.			
2) Attend one hour campus faculty meetings which provide training for curriculum and instruction, PBIS, 7 Steps to a Language Rich Classroom and Interventions, and Safe and Civil.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Participate in weekly Leadership Team meetings to plan campus events, to discuss concerns, and to coordinate calendars.			
2) Participate in monthly meetings between Administrators and Peer Facilitators to plan department meetings, discuss curriculum, analyze campus data, and review student interventions/enrichments.			
3) Participate in weekly Administrator TTESS meetings to discuss walk through focuses, walk through data, and teacher evaluations.			
4) Participate in monthly Administrator Curriculum meetings to discuss curriculum focuses, student data, teacher data, staff development, and Peer Facilitator meetings.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Attend team meetings and department planning meetings on a monthly basis.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Attend training provided by Safe and Civil Committee which addresses campus procedures, expectations, and relationship building.			
2) Attend district-wide Safe and Civil training.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Participate in team building activities throughout the school year.			
 = Accomplished  = No Progress  = Discontinue			




Goal 4: We will relentlessly pursue a culturally responsive approach to meaningful parent 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		
	Nov	Aug	Aug
1) Provide activities that will welcome parents to our campus.			
2) Recruit parent volunteers			
3) Provide parent trainings using community resources based on parent feedback on their needs.			
 = 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		
	Nov	Aug	Aug
1) parents can receive assistance from teachers on how to help their children with homework, academic intervention, and academic enrichment.			
2) Hold parent conferences regarding student academic concerns.			
3) Provide students with planners to assist parent with homework and teacher communication.			




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
<div> <div>  = Accomplished </div> <div>  = No Progress </div> <div>  = Discontinue </div> </div>			




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		
	Nov	Aug	Aug
1) Provide 1 to 1 laptops for all students to utilize in the classroom.			
2) Extend normal school hours to allow students to have access to technology outside of the normal school day.			
3) Provide innovative technology and intervention programs to students to address academic needs.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Teachers will incorporate technology into their daily instructional practices.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Attend technology trainings provided by Tech Liaison throughout the school year.			
2) Model appropriate use of technology during faculty meetings and department meetings.			
3) Develop lesson plans with technology applications incorporated in which students are using the technology.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Train staff on Eduphoria, Chancery, Skyward, Mizuni, Schoology, LanSchool and other technology applications.			
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





Dobie High School Performance Objectives 2019-2020

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.







Performance Objective 1: Faculty and staff will align written curriculum, instructional strategies and assessments to TEKS based Instructional Targets.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) All teachers will follow the scope and sequence developed by the district or department for each course and will meet on a regular basis with other content teachers to ensure continuity and alignment with rigorous TEKS based instructional targets.			
2) Benchmark data will be evaluated on a regular basis in content level meetings to analyze the depth of student learning. All assessments will measure student performance on rigorous TEKS based instructional targets and STAAR objectives.			
3) Teachers will be provided regular training in instructional strategies which are tightly aligned to the TEKS and meet the needs of all learners including Gifted and Talented, Limited English Proficient, Dyslexic, Special Education, Migrant, At-Risk, and all other special populations.			
 = Accomplished  = No Progress  = Discontinue			







Performance Objective 2: Focused intervention will be provided on areas of weakness, as indicated by EOC assessments, for students identified as 504, Special Education, Limited English Proficient, Migrant, At-Risk, Dyslexic, Speech Pathology, Gifted and Talented, and any other population needing intervention.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will be given strategies to prepare all students, including special population of students for success on EOC assessments. (SG-Reading/SE, ELL,AA; Math/SE; Science/SE;SS/ELL,SE)			
2) Gifted and talented students will be provided opportunities in class, during MegaLunch and at after school tutorials, to prepare them for Level III Performance and higher on EOC assessments.			
3) Limited English Proficient students will be provided opportunities, during the school day, in class and during MegaLunch, to use the Tier 3 Reading program and Rosetta Stone Language program to prepare them for success on EOC assessments. (SG-Reading/, ELL)			
4) All special population student will be encouraged to attend EOC tutorials during MegaLunch and/or before/after school. Tutorials will be based on areas of weakness as indicated by reports on AWARE.(SG-Reading/SE, ELL,AA; Math/SE; Science/SE;SS/ELL,SE)			
5) The School Library will provide students opportunities to have relevant reading materials and use technology devices during MegaLunch, and before/after school. Books may also be checked out to students as requested.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: Content teams will meet at least once a week to discuss and review effectiveness of instructional strategies. Data from formative and summative assessments will be used to guide discussions and support necessary adjustments to ensure student learning.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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)			
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Performance Objective 4: Additional Targeted Support (ATS) will be a focus for Academic Achievement for our Asian population during













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) ELA, Mathematics, Science and Social Studies teachers will provided Targeted Support to Asian 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.			
<div>  = Accomplished  = No Progress  = Discontinue </div>			




Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: Structures which ensure a smooth transition from intermediate to high school will be planned and implemented.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) The intermediate campuses will host a student/parent night so parents and students will have an opportunity to learn about high school expectations and currently offered programs. Extracurricular opportunities will be represented 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			
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.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: All students will be encouraged to take advanced coursework and advanced testing as preparation necessary for a 21st century learner.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Vertical team planning will be utilized for AP and PAP teachers to ensure curriculum is aligned and communication of needs and expectations is expressed on a regular basis.			
2) Parent meetings will be planned to provide necessary information and answer questions.			
3) Prep sessions will be provided for students throughout the year to prepare them for the AP assessments.			
4) Economically disadvantaged students shall receive fee waivers or fee assistance in testing opportunities such as Advanced Placement, PSAT or SAT/ACT.			



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: An advisory period will be held twice a week to promote the social and emotional connections 21st century students need to establish with teachers and peers. Advisory will also provide opportunities for teachers to monitor student success in all academic areas.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will utilize advisory on Tuesday to complete necessary activities related to school programs, monitor students' academic progress, and announce important upcoming events.			
2) Teachers will utilize an advisory on Friday to continue monitoring students' academic success, build personal relationships with students and view Dobie news.			
 = Accomplished  = No Progress  = Discontinue			
















Performance Objective 4: An AFJROTC program will be offered to students as an alternative elective for students interested in the military. The objectives of JROTC are to educate and train high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in air and space fundamentals.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) The AFJROTC program is grounded in the Air Force core values of integrity first, service before self, and excellence in all we do. The curriculum emphasizes the Air Force heritage and traditions, the development of flight, applied flight sciences, military aerospace policies, and space exploration.			
2) Aerospace science comprises 40 percent of the curriculum; leadership education, 40 percent; physical fitness for life training, 20 percent. Students who successfully complete AFJROTC classes are granted credit toward graduation. Classroom study includes heritage of flight, development of aerospace power, contemporary aviation, aerospace environment, human requirements of flight, aerospace vehicles, principles of aircraft flight and navigation, space programs, space technology, rocketry, propulsion, and aerospace industry.			













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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 high school. All uniform and curriculum materials are provided by the Air Force. Supplemental materials are provided to enhance the curriculum.			
4) To reinforce what is learned in the classroom, cadets participate in many outside activities such as field trips to military bases, aerospace facilities and industries, museums, civilian airports and other areas related to aerospace education.			
5) Cadets participate in parades, summer leadership schools, drill team competitions, color and honor guards, military balls and honorary academic groups. Many AFJROTC units complement the curriculum through the cooperation and resources of organizations such as NASA, Civil Air Patrol and the National Endowment for Financial Education.			
6) Community service is a major part of the cadet experience and helps instill a sense of civic pride and citizenship. Projects range from working with national organizations, such as March of Dimes, Muscular Dystrophy, National Red Ribbon Campaign and Special Olympics, to participating in local community projects such as cleaning and refurbishing cemeteries, building parks and sponsoring little league teams.			
7) Cadets are very active in drug abuse prevention education. The Awareness Presentation Team is a program designed to provide cadets as positive role models for elementary and middle school students. Cadets visit the younger students at their schools and present talks and skits in an effort to deter drug use and abuse. Active unit programs make presentation to thousands of students each year.			
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














Performance Objective 5: The campus will create a safe school climate which provides opportunities for healthy social and emotional connections essential to 21st century learners.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) A campus crisis management team will facilitate a school safety plan; Counselors will be trained and available for visiting with students, when needed, during the school year.			
2) All teachers, support staff and students 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.			













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Fire drills and lock down procedures will be conducted on a regular basis with immediate feedback given to students and staff.			
5) 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.			
6) Programs focused on the Social/Emotional health of students will be provided in Fine Arts, including Band, Choir, Dance, Orchestra, Theatre Arts, and Art.			
7) Programs focused on the Social/Emotional health of students will be provided through Physical Education, including Athletics, Sports Medicine, PE, Outdoor Education, JROTC, Tennis, Weightlifting and Health Education.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 6: We are committed to working collaboratively with the District Special Education Office and special services to ensure the academic needs of all students are being met.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) The campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
2) The campus will follow district procedures regarding parental request for special education evaluation.			
3) The campus will follow district procedures regarding parental request for special education services.			
4) The campus will work collaboratively with the District Special Education Office to monitor appropriate STAAR/STAAR A participation decisions.			




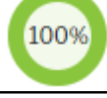
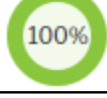
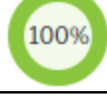













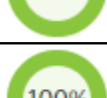
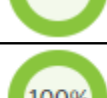



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) The campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.			
6) The campus will follow district procedures in addressing transition requirements for students with disabilities.			
7) The campus will follow district policy to ensure students with disabilities have access to facilities.			
8) The campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss accelerated instruction/intensive program of instruction.			
9) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.			
10) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Documents clearly delineate the need for accommodations that may be needed for STAAR.			
11) SIOP instructional strategies will be implemented in all core academic classes.			
12) The SIOP facilitator will monitor grades, attendance and discipline of all ELL students and make appropriate referrals, if needed.			
13) The SIOP facilitator will assist in the ELL classroom and in the SIOP classrooms to provide academic support for the ELL students.			
14) SIOP facilitator will monitor instructional delivery, plan for the implementation of SIOP strategies and provide support to SIOP team teachers.			
 = Accomplished  = No Progress  = Discontinue			




Performance Objective 7: Dobie College Now will develop a dual credit program where students can graduate from high school with up to 30 dual credit college hours.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Students who take dual credit classes will take up to six college hours each semester.			
2) 2) Dual Credit students will meet with the College Now Coordinator a minimum of twice each semester.			
3) 3) Dual Credit students will be provided enrichment activities throughout the semester.			
<div>  = Accomplished  = No Progress  = Discontinue </div>			










Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: Dobie will continue to provide a TechPrep/CATE as an option to students with interests in career technology. The program will provide all students with relevant, rigorous educational opportunities to prepare them for success in post-secondary education and/or entrance into the workforce upon high school graduation. Students will be given opportunities for occupational certifications and/or articulated credit through Tech-Prep agreements.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Career pathways with rigorous academic and technical curriculum focusing on industry standards that will give all students knowledge and skills necessary to pursue post-secondary education or employment will continue to be offered.			
2) CTE, academic and other elective teachers will develop projects to integrate curriculum throughout all subject areas to provide a meaningful application of the TEKS.			
3) Increase number of students participating in CTSO's (Career and Technology Student Organizations) in order to build specific occupational, leadership and critical thinking skills through various organizational programs of "Work and Competitive Events Programs.			
4) 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.			
5) Develop and implement a campus monitoring system requiring collaboration of all participants in the student PBM/CTE monitoring process for identified students.			
6) 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.			
7) Increase awareness of CTE programs with the business community and work toward expanding business partnerships. Provide opportunities for student certifications, shadowing, internships and employment.			
8) 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 updatged at each of these meetings.f			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = 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		
	Nov	Aug	Aug
1) The College Now Coordinator will work with all students, staff, and parents to promote college and career readiness.			
2) AVID personnel will continue their support and focus on providing learning opportunities to all students to encourage college preparation.			
 = Accomplished  = No Progress  = Discontinue			

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.













Performance Objective 1: We will actively recruit highly qualified staff to deliver rigorous and relevant instruction to our students.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Training for staff will be offered during MegaLunch, and before/after school as needed. The training will be relevant to the needs of teachers as they prepare rigorous instruction for students. Teachers and administrators will attend specific training offered by the district administration when need arises. Training outside the district will also be considered for specific issues not addressed within the district.			
2) We will develop high quality first year teachers through a mentoring program. The first year teacher will be assigned a mentor that will meet with the teacher on a regular basis. The Assistant Principal and Master Mentors will facilitate monthly meetings in both a large and small group setting to support teachers as they grow in their professional development.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: We will retain a highly qualified staff through the support of content teams and a commitment by the administrative staff to frequently recognize those who regularly provide highly quality instruction to our students.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will meet at least once a week with other teachers in their common subject area. The teams will focus on four areas of dialogue: What will we teach, How will we teach it, How will we know if students learned the material, What will we do if students did not master the material.			
2) Content team leaders will attend training on effective facilitation of team meetings. The training will focus on establishing norms, disaggregation of data, and tools for guiding dialogue.			
3) Content teams will provide a necessary support to teachers through authentic relationships with each other as they meet once a week to collaborate and problem solve.			
 = 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 to increase involvement in extracurricular activities, campus activities and academic pursuits of their children.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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 parent meetings to provide information about Advanced Placement opportunities for their students. Parent meetings will be advertised in the South Belt community newspaper, and on the school marquee.			
 = Accomplished  = No Progress  = Discontinue			











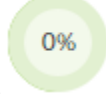

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: We will dialogue with business and community partners 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 education possible to our students.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) We will work with area business and community organizations to provide guest speakers for campus wide events, such as college day, career talks, and other events.			
2) We will 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.			
3) We will partner with community organizations and businesses for large community service project such as a Dobie food drive, Seniors helping Seniors, and other community needs that may arise.			
 = Accomplished  = No Progress  = Discontinue			







Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Technology will be integrated into the curriculum and utilized in instruction and monitoring for all students.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will utilize web based solutions, including Schoology, Aweare and Forethought to collaboratively plan instruction and assessment.			
2) 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, technology and resources.			
3) The District web based Skyward Qmaltive program will be available for parents to monitor students' grades and attendance throughout the year.			
 = Accomplished  = No Progress  = Discontinue			

Goal 8: We will meet or exceed the target in Domain 3: Closing the Gap, for Asian students in ELA and Math



















Performance Objective 1: Increase performance of Asian population to meet their target from 66% to 74% in ELA; from 79% to 82% in Math.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
 = Accomplished  = No Progress  = Discontinue			







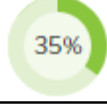
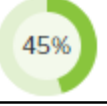
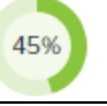












Dr. Kirk Lewis Career and Technical High School Performance Objectives 2019-2020

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.









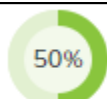
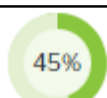

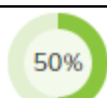
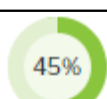
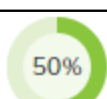
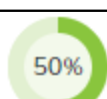
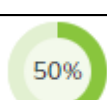
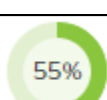
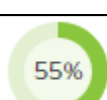












Performance Objective 1: CTHS will increase STAAR EOC progress by 5% for special education students and English learners (EL) through implementation of support facilitation (SF) and sheltered instruction observation protocol (SIOP) approaches.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Implement, monitor, and adjust support facilitation (SF) teacher schedules to ensure student success in SF classes.			
TEA Priorities Recruit, support, retain teachers and principals 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.			
TEA Priorities Recruit, support, retain teachers and principals 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) English Learners will increase performance on TELPAS by 5% in all four language domains for the '19-'20 school year by increasing the use of research-based SIOP Strategies such as structured conversations that incorporate academic vocabulary and interactive word walls.			
 = Accomplished  = No Progress  = Discontinue			


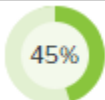
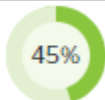












Performance Objective 2: CTHS will support and increase the academic growth and achievement of all students by 5% on appropriate summative assessments by effectively and efficiently implementing, monitoring and adjusting our tutorial, intervention, and extended day offerings for students.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) 1A. 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. 1B. Implement highly focused EOC assessment preparation to be used during internal tutorials (Reboot). 1C. Refine the CTHS RtI process by designing and implementing a campus RtI program including teacher training and technology to manage pullouts and develop banks of RtI lessons.			
2) 2A. Develop, implement, and monitor the level of student engagement and quality of instructional tasks implemented during planned intervention and enrichment (PIE) time each day. 2B. Develop PIE accountability to ensure adults and students are following the structure for intervention and enrichment and include staff and student training on Khan Academy and Literacy.			
3) Develop, implement, and monitor the implementation of highly focused EOC lessons during extended day on Wednesday afternoons at CTHS.			
TEA Priorities Build a foundation of reading and math			
4) Monitor and adjust the implementation of campus literacy initiative three days per week during PIE time by creating a school-wide literacy plan and CTHS Literacy Team to focus on college, career and military readiness literacy requirements.			
5) Refine the CTHS RtI process by designing and implementing a campus RtI program including teacher training, technology to manage pullouts, and banks of RtI lessons.			
 = Accomplished  = 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.













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Students taking the initial ELA I STAAR examination will increase performance to 85% at the approaches grade level, 70% at the meets grade level, and 10% at the masters grade level.			
TEA Priorities Build a foundation of reading and math 2) Students taking the initial ELA II STAAR examination will increase performance to 75% at the meets grade level, and to 12% at the masters grade level.			
TEA Priorities Build a foundation of reading and math 3) CTHS students will increase expected progress on the English II STAAR examination to 60% at the expected progress level and to 2% at the accelerated progress level by the end of the school year			
TEA Priorities Build a foundation of reading and math 4) Students on the initial Algebra I STAAR examination will increase performance from 84% to 87% at the meets grade level, and from 15% to 17% at the masters grade level.			
TEA Priorities Build a foundation of reading and math 5) CTHS students will increase expected progress on the Algebra 1 STAAR examination from 83% to 86% and accelerated progress from 47% to 50% by the end of the school year.			
6) Students taking the initial Biology STAAR examination will increase performance to 80% at the meets grade level, and 35% at the masters grade level.			
7) Students on the U. S. History STAAR examination will increase performance from 99% to 100% at the approaches grade level, from 83% to 86% at the meets grade level, and from 53% to 55% at the masters grade level.			
8) CTHS will maximize the effectiveness of personnel and staff to meet the unique academic needs of all students.			
9) CTHS will utilize Edgenuity to support students in recovering and regaining academic credits.			
<div>  = Accomplished  = No Progress  = Discontinue </div>			

Performance Objective 4: CTHS will implement and monitor vertical team planning for Pre-Advanced Placement and Advanced Placement instructors on a regular basis.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Conduct regular Pre-AP and AP Vertical team meetings to discuss curriculum, instructional strategies, and College Board resources.			
2) CTHS will increase the campus percentage of students taking the AP exam for the AP course in which they are enrolled during the 2019-20 school year by 5%.			
3) CTHS Advanced Placement students and teachers will utilize the myAP application provided by College Board to access testing resources and preparation materials.			
4) 4) CTHS will increase the campus percentage of students earning a qualifying score of 3, 4, or 5 on all AP exams by 5% during the 2019-20 school year.			
<div>  = Accomplished  = No Progress  = Discontinue </div>			

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: CTHS will ensure that all students possess postsecondary skills necessary for career and college success through daily access to blended learning and other digital learning strategies.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) CTHS teaching staff will regularly utilize blended learning instructional strategies.			
2) CTHS will implement, monitor, and adjust personalized learning with a team of ninth grade, a team of tenth grade, and a team of eleventh grade core teachers as part of the PISD Connect program.			
3) Define first and second levels of staff technology competency and develop a personalized learning of technology (PLOT) plan for each CTHS instructor.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: CTHS will continue to develop and promote the exploration of post secondary career and educational opportunities.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) CTHS will maximize the College Now program to effectively provide both career and college readiness opportunities for students.			
TEA Priorities Connect high school to career and college 2) CTHS will maximize the AVID elective to effectively provide support and strategies for students.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: Increase student recruitment and retention by 5% each year until maximum campus enrollment capacity (1600 students) is reached and maintained.

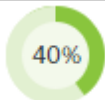
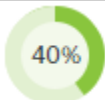
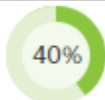






Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) Develop comprehensive campus recruiting video showing CTE pathways, CTHS campus culture, school events and organizations.			
2) Identify students, graduates, and community members for a student mentoring program to include peer mentoring for current students and community members or graduated students.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: Increase the number of students earning College, Career and Military Readiness accountability requirements by 5% annually until we reach and maintain 100%.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) Incorporate CCMR skills collaboratively into curriculum and instruction in all classes including the college application process and college preview presentations.			
TEA Priorities Connect high school to career and college 2) Increase parent involvement and awareness of College, Career and Military opportunities through multiple communication methods.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 5: Monitor regional and local employment forecasts, cultivate business partnerships, and update course offerings annually as needed and resources are available and track student enrollment in campus pathways making adjustments as needed.


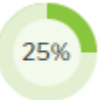




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Examine pathway enrollment and modify pathways offered, curriculum taught, and certifications possible to maintain alignment with current and future regional and local employment forecasts.			
2) In 2019-20, offer Computer Science and AP Computer Science as elective courses as supported by the TEALS program with the goal of introducing computer science leading to coding, programming, web design, and gaming as a full pathway in subsequent years.			
<div>  = Accomplished  = No Progress  = Discontinue </div>			

Goal 3: We will actively develop and retain a highly qualified staff and improve school climate through clear communication of expectations for students and staff as evidenced by positive classroom management, student behavior, and staff professionalism.







Performance Objective 1: CTHS will actively develop and retain a highly qualified staff.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Develop and refine teacher-led support systems including teacher-led staff development, peer observations, and a buddy teacher system.			
TEA Priorities Recruit, support, retain teachers and principals 2) Develop and refine a bi-annual staff survey and anonymous teacher feedback system to gather staff input on campus climate and express individual concerns.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: CTHS will reduce the number of student office discipline referrals.







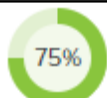





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Increase teacher involvement in the student disciplinary process and utilize clear follow up communication between administration and teachers.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: We will increase staff involvement in school events and extra-curricular activities.




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Use available technology resources to increase communication with staff about upcoming school events and implement a teacher incentive/recognition program to increase staff attendance and involvement in school and extra-curricular events.			
 = 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.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 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.			
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college 2) CTHS administrative staff will meet with every CTE pathway instructor to determine level of implementation, curriculum, and testing opportunities for all students.			
3) Write and post a monthly newsletter to parents on the CTHS website.			
 = 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.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) CTHS administrative team will work collaboratively with CTE district staff, CTE pathway instructors, and local business and industry leaders to establish and grow business and industry advisory groups for all pathways.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: CTHS will increase the number of business partnerships for each CTE program pathway that will result in expanded field experiences, internships, financial support, equipment donations and/or professional collaboration.













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) Collaboratively develop and grow the number of business partnerships for each CTE program pathway by working with PISD CTE staff, CTE program instructors, and local business and industry leaders.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: CTHS will increase involvement and communication with parents.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Increase parental involvement and communication at CTHS through the creation of a Very Involved Parents (VIP) team and utilize this team at school wide events and as chaperones for pathway field trips and events.			
 = Accomplished  = No Progress  = Discontinue			

Goal 5: We will promote a safe school environment, increase student attendance and participation in extracurricular activities, and support the social, emotional and physical well-being of all students and staff.







Performance Objective 1: CTHS will prioritize 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).

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) CTHS Safe & Civil Team will develop, communicate, and implement the CTHS Guiding Principles and non-negotiables as guidelines for success.			
2) CTHS will implement safety training (i.e. ALICE), provide ongoing communication and safety updates, implement random metal detector screenings, and implement an instant message reporting system.			
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.			
 = Accomplished  = No Progress  = Discontinue			










Performance Objective 2: CTHS will implement proactive strategies to increase student average daily attendance by 0.20% as determined by average daily attendance (ADA) until we reach a campus ADA of 98.0% and then maintain.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Implement proactive strategies to increase student average daily attendance at the six weeks and semester deadlines. such as raffle drawings, recognition on campus monitors, gift card donations, Reboot celebrations for students with perfect attendance, homeroom competitions among grade levels, etc.			
 = Accomplished  = No Progress  = Discontinue			













Performance Objective 3: 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.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Implement and expand school day opportunities for students to participate in clubs and organizations at CTHS such as Academic Decathlon, Student Council, Key Club, National Honor Society, Skills USA , Music Club, Anime Club, Environmental Club, etc.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: CTHS will support students and staff in maintaining their physical well being by providing opportunities for stress management, health, wellness and nutrition.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
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.			
 = Accomplished  = No Progress  = Discontinue			






















Performance Objective 5: CTHS will increase opportunities for students to receive recognition and participate in campus culture and spirit activities to foster campus culture and boost student morale.

























Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) CTHS will recognize students who adhere to the CTHS Principles through teacher nominations in the Principal's Award each six weeks. In addition, two students per grade level will be recognized for the overall Principal's Award each semester.			
2) CTHS will increase student morale by hosting a minimum of one campus-wide special event per semester to build campus climate and culture. Examples might be Fall Festival, Dances, CTE Pathway Showcase Nights, Movie Nights, etc.			
3) CTHS will continue Fall Spirit Week and implement Spring Spirit Week.			
 = Accomplished  = No Progress  = Discontinue			

Fisher Elementary Performance Objectives 2019-2020




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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Monitor curriculum implementation through campus walkthroughs (ATS-Reading/Math/Writing)			
TEA Priorities Build a foundation of reading and math 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. (ATS--Reading/Math/Writing)			
4) Integrate relevant literacy skills across all content areas--Guided Reading groups in all grades. (ATS-Reading/Math/Writing)			
TEA Priorities Build a foundation of reading and math 5) Teachers will attend focus trainings provided by the district instructional specialist each 9 weeks. (ATS--Reading/Math/Writing)			
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. (ATS--reading/math/writing)			
7) Ensure that all science classes incorporate hands-on, outdoor and STEM activities alignment with state Science TEKS. (ATS-Reading/Math/Writing)			













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Provide staff development on utilization of and usage on on-line data bases, ebooks, books, and other resources for specific TEKS. (ATS-Reading/Math/Writing)			
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/Math/Writing)			
10) Build and convene content areas curriculum committees to share successful implementation of research based instructional practices. (ATS--Reading/Math/Writing)			
11) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. (ATS-Reading/Math/Writing)			
12) Develop and provide research based instructional strategies and staff development plan for technology integration. (ATS-Reading/Math/Writing)			
13) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC (ATS--Reading/Math/Writing)			
14) Utilize Plan4learning software to help track, facilitate and monitor the campus improvement planning projects			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, migrant, homeless, LEP and Special Education participation. (ATS-Reading/Math/Writing)			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency. (ATS-Reading/Math/Writing)			
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments. (ATS-Rdg/Math/Writing)			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process. (ATS-Rdg/Math/Writing)			
5) Provide staff development on data disaggregation and how the data will drive instruction--PLC. (ATS-Rdg/Math/Writing)			
 = 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		
	Nov	Aug	Aug
1) Create a staff development plan that supports implementation of district-wide initiatives. (ATS-Rdg./Math/Wri)			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. (ATS-Rdg. /Math/Writing)			
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. (ATS-Rdg. /Math/Wri)			
4) Teachers will attend training opportunities for curriculum components needed to increase relevance. (ATS-Rdg./Math/Wri)			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (ATS-Rdg./Math/Wri)			
6) Establish and support campus PLCs. (ATS-Rdg. /Math/Wri.)			
7) Allow time for consistent vertical, horizontal, and team planning as well as campus-based staff development. (ATS-Rdg./Math/Writ)			
 = 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		
	Nov	Aug	Aug
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. /Math/Wri)			
2) Continue/maximize the campus use of Accelerated Reading Instruction. (ATS-Rdg. /Math/Wri)			
3) Provide time and materials for purposeful reading during the school day. (ATS-Reading, Math, Writing)			
4) Provide information to teachers regarding special reading needs of dyslexia students. (ATS-Rdg, Math, Writing)			
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. (ATS-Rdg. /Math/Writ)			


















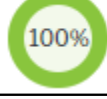



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Provide staff development on reading strategies. (ATS-Rdg. /Math/Wri)			
7) Provide library books and online resources to support all learning styles. (ATS-Rdg. /Math/Writ.)			
8) Purchase a reading program Learning A-Z for all students to utilize in class			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Follow district GT identification procedures.			
2) Provide GT pullout program to provide time for the students to work together on projects and for specific enrichment activities.			
3) Encourage and promote student participation in G/T Summer Exploration Camp and Field trip activities.			
4) Fisher will provide a two-way dual language program to provide an opportunity to enrich GT students with a second language.			
5) Participate in Texas Performance Standards Project.			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Students will be in classrooms with GT certified classroom teachers.			
 = 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		
	Nov	Aug	Aug
1) Provide staff development opportunities which offer effective instructional strategies, materials and activities for the At-Risk learner. (ATS-Rdg./Math/Writ.)			
2) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. (ATS-Reading-Math-Writ)			
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. Math-Writ.)			
4) Ensure the implementation of 504 accommodations for eligible students. (ATS-Rdg. Math Writ)			
5) Use data from TEKS-based assessment for early identification of individuals who might be at-risk or not mastering TEKS. (ATS-Rdg. Math Writ)			
6) Implement research-based programs designed to accelerate student learning. (ATS-Rdg. Math Writ)			
7) AIMS Web will be utilized to monitor progress of at-risk students.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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. Math Writ)			
9) Participate in transition meetings to support LEP students as they move from 4th to 5th grade (ATS-Rdg. Math Writ)			
10) Utilize instructional paraprofessionals in classrooms during intervention time and throughout the school day to assist students in their learning.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection.			
2) provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
3) Implement the districts bilingual continuum and provide opportunities for teachers to carry this out			
4) Implement the ESL scope and sequence at all grade levels.			
 = 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		
	Nov	Aug	Aug
1) Conscious discipline strategies will be implemented with students.			
2) Provide mediation, conflict resolution, bullying, CHAMPS and CD training opportunities for students and staff. (ATS-Rdg. Math Writ.)			
3) Create a crisis management plans, including safety drills & lockdown drills (ATS-Rdg. Math Writ.)			
4) Provide training and implement effective strategies through Safe & Civil (PBIS) to reduce inappropriate behavior. (ATS-Rdg. Math Writ.)			
5) Utilize behavior specialists to provide intervention strategies and develop an intervention plan for students with chronic misbehavior. (ATS-Rdg. Math Writ.)			
6) Fisher will house the district's disciplinary alternative education center.			
7) Provide staff development concerning abuse and reporting obligations.			
 = 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 practices.








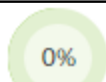

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Universal breakfast will be provided for all students at Fisher. (ATS-Rdg. Math Writ.)			
2) Administer Fitness Gram to all 3rd, 4th grade students and use reports to drive instruction in PE classes. (ATS-Rdg. Math Write)			
3) Establish a campus health advisory committee to develop and support coordinated school health goals and objectives. (ATS-Rdg. Math Write)			
4) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. (ATS-Rdg. Math Write.)			
5) Provide parent education opportunities for coordinated school health. (ATS-Rdg. Math Write.)			
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. Math Write.)			
 = 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		
	Nov	Aug	Aug
1) Use district wide grading standards that are linked to student expectations and are based on best practices. (ATS-Rdg. Math Writ.)			
2) Record grades that accurately communicate mastery or non mastery on a specific student expectations. (ATS-Rdg. Math Writ.)			







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Use district guidelines regarding the appropriate use of homework. (ATS-Rdg. Math Writ.)			
4) Use grade and/or content specific grading rubrics. (ATS-Rdg. Math Writ)			
5) Use district wide grade and/or content appropriate retest standards. (ATS-Rdg. Math Writ.)			
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. (ATS-Rdg. Math Writ)			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems. (ATS-Rdg. Math Writl)			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance. (ATS-Rdg. Math Writl)			
 = 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 student are being met including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor ARD paperwork to ensure IDEA transition components are addressed during the ARD process. (ATS-Rdg. Math Writ.)			
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines. (ATS-Rdg. Math Writ.)			
3) Provide staff development opportunities for teachers working with special education student experiencing reading difficulties. (ATS-Rdg. Math Writ.)			
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. Math Writ.)			
5) Campus will follow district procedures regarding parental request for special education evaluation. (ATS-Rdg. Math Writ.)			
6) Work collaboratively with the district special education office to document appropriate state assessment decision making process for students with disabilities: 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. Math Writ.)			
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. Math Writ.)			
8) Follow district policy to ensure students with disabilities have access to facilities. (ATS-Rdg. Math Writ.)			
9) Provide instructional supplies and training for all teachers working with students with disabilities. (ATS-Rdg. Math Writ.)			
10) Include special education teachers in training given in the area of dyslexia and related disorders. (ATA-Rdg. Math Writ)			
11) Monitor the number of students with disabilities being served in least restrictive environments. (ATS-Rdg. Math Writ.)			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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. Math Writ.)			
 = 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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the district technology plan. (ATS-Rdg/Math/Writing)			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements such as printers, laminating machine and supplies needed.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Encourage more students to attend college by promoting college week. (ATS-Reading/Math/Writing)			
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 Fisher to support our students learning (ATS-Rdg./Math/Writing)			
3) Implement career guidance curriculum to 4th graders. (ATS-Rdg./Math/Writing)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
<div> <div>  = Accomplished </div> <div>  = No Progress </div> <div>  = Discontinue </div> </div>			




























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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Provide support and staff development opportunities to increase skills in building relationships.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide mentorship and staff development opportunities to new personnel.			
TEA Priorities Recruit, support, retain teachers and principals 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		
	Nov	Aug	Aug
1) Fisher will employ a Counselor and Parent Coordinator to work with parents and students in need.			
2) Materials and supplies are provided for parent volunteers and parent classes.			
3) Family literacy and Math events will be held by the counselor, parent coordinator and Campus Coaches			
4) Fisher will partner with Community in Schools to provide a CIS worker and ACE program to assist in after school program for our 2nd-4th grade students with their academic needs.			
5) Fisher will hold a Parent Volunteer Appreciation breakfast			
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.			
7) Parent Coordinator staff development/training registration fee			
8) CIS will promote service organizations for students in school			
9) Counselor, Parent Coordinator and CIS worker will foster relationships with local businesses and community organizations in an effort to create opportunities for our children and parents.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
10) Counselor will promote guidance classes through out the school year for our PreK-4th grade students			
11) Counselor will spear-head Fisher's annual Trick or Treat night for our Fisher families			
12) CIS and Counsleor will have Girl Scouts and Girls On The Run			
 = 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		
	Nov	Aug	Aug
1) Conscious discipline strategies are being implemented with students.			
2) Provide mediation, conflict resolution, bullying, CHAMPS and CD training opportunities for students and staff.			
3) Create a crisis management plans, including safety drills and lock down drills.			
4) Provide training and implement effective strategies through Safe & Civil (PBIS) to reduce inappropriate behavior.			
5) Utilize behavior specialists to provide intervention strategies and develop an intervention plan for students with chronic misbehavior.			
6) Provide staff development concerning abuse and threat assessment and reporting obligations and look-fors			
 = Accomplished  = No Progress  = Discontinue			

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		
	Nov	Aug	Aug
1) Provide staff 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: 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		
	Nov	Aug	Aug
1) Provide ongoing training for crisis management			
2) Establish protocols for safety procedures at field trips.			
3) Provide opportunities for employees to be trained in personal safety			
4) Provide employees appropriate furniture and chairs to ensure they are safe while as they walk around and/or while they are sitting.			
 = Accomplished  = No Progress  = Discontinue			


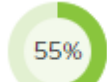











Frazier Elementary Performance Objectives 2019-2020

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.







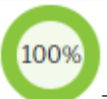


Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

Targeted or ESF High Priority





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Implement the district scope and sequence for all courses in grades PK-4.			
2) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
3) Integrate relevant literacy skills across all content areas.			
4) Use standardized rubrics for measuring responses for writing assignments and/or assessments of content areas.			
5) Ensure that science classes incorporate hands-on and outdoor laboratory activities in alignment with new state science TEKS.			
6) Use on-line databases, eBooks, books, and other resources for specific TEKS.			











Strategy Description	Formative Reviews		
	Nov	Aug	Aug
7) Provide staff development on utilization of on-line databases and resources.			
8) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.			
9) Build and convene content area curriculum teams to share successful implementation of research based instructional practices.			
10) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques.			
11) Develop and provide research based instructional strategies and staff development plan for technology integration.			
12) Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs.			
13) Implement gradual release model for lesson design and delivery.			
14) Monitor curriculum implementation through campus walkthroughs.			
 = 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.



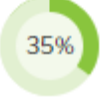
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Analyze campus subgroup student performance on assessments, disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education participation.			
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.			
3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments.			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction.			
6) Use data disaggregation to drive instruction.			
 = Accomplished  = No Progress  = Discontinue			


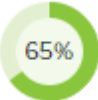




Performance Objective 3: Provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			


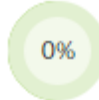





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			
6) Establish and support campus PLCs.			
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the program.			
2) Provide time and materials for purposeful reading during the school day.			
3) Provide information to teachers regarding special reading needs of dyslexia students.			









Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels			
5) Provide staff development about reading strategies			
6) Provide library books and on-line resources to support all learning styles.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Follow district G/T identification procedures.			
2) Promote G/T Summer Exploration Camp opportunities.			
3) G/T students will participate in the Texas Performance Standards Project and other challenging educational experiences.			
4) Students will be clustered and instructed by G/T certified teachers.			
5) Promote participation in the Duke Talent Search program in 4th grade.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
2) Ensure the implementation of 504 accommodations for eligible students.			
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
4) Implement research-based programs designed to accelerate student learning.			
5) Provide additional and individualized support to parents of at risk students.			
6) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.			
7) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
8) Provide intervention services through extended day, SMART time, and extended year programs incorporating TEKS requirements based on current year data.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			

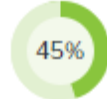
Performance Objective 7: All staff will support English Language Learners and ensure that their academic performance will equal or surpass that of the state's.








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collections.			
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum.			
4) Implement the ESL scope and sequence at all grade levels.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students.			
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			
3) Create a crisis management plan, including safety drills			
4) Provide training and implementing effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Gang Awareness training and Character Education programs.			
6) Utilize behavior specialist to provide intervention strategies and develop an intervention plan for students with chronic misbehaviors.			
7) Provide staff development concerning abuse and reporting obligations.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Participate in district-wide coordinated school health initiatives.			






Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instruction.			
5) Provide parent education opportunities for coordinated school health.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Use district-wide grading standards that are linked to student expectations and are based on best practices.			
2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.			
3) Use grades and/or content specific grading rubrics.			
4) Use district guidelines regarding the appropriate use of homework.			






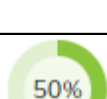



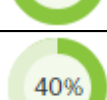
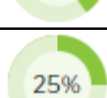
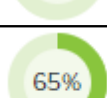

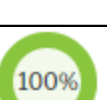
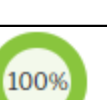
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Use district-wide grade and/or content appropriate standards.			
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			
 = Accomplished  = No Progress  = Discontinue			




Performance Objective 11: During the current school year, increase the campus attendance rate to 96% or above for all students.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problem.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campuses will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed with the required timelines.			
5) Campuses will follow district procedures regarding parental request for special education evaluation.			
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR-A/STAAR Alt (i.e. PLAFF's, IEPs, deliberations) and (3) utilizing District/State required STAAR Accomodated and STAAR Alternative Participation Requirement Forms			
7) Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			
8) Follow district policy to ensure students with disabilities have access to facilities.			
9) Provide instructional materials and training for all teachers working with students with disabilities.			
10) Special education teachers are included in training given in the area of dyslexia and other related disorders.			
11) Monitor the number of students with disabilities being served in least restrictive environments.			
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.			








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide the technical support to administer the Istation assessments that are required.			
2) Classrooms will be equipped with at least minimum requirements for the "21st century classroom."			
3) Increase the integration of technology into instruction, curriculum and assessment, in grades PK-4, as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Increase the integration of technology into instruction, curriculum and assessment, in grades PK-4, as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Students will receive information and guidance introducing them to college and post-secondary possibilities.








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			
 = 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		
	Nov	Aug	Aug
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through various grade level career fairs and activities.			
 = Accomplished  = No Progress  = Discontinue			















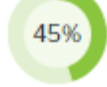
Goal 3: We will actively recruit, develop, and retain a highly qualified staff.





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		
	Nov	Aug	Aug
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.			
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>			







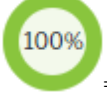
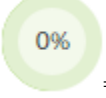

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

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		
	Nov	Aug	Aug
1) Include parent education component in orientation programs.			
2) Provide parent education on various topics.			
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.			
4) Offer workshops for parents of students with reading difficulties and related disorders, as well as instructional interventions.			
5) Provide parent workshops regarding reading with children, online resources and eBooks.			
6) Provide educational resources for parents on the website.			
7) Provide educational resources and strategies for parents to utilize at home with their child.			
8) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title 1 information and TAPR data.			
9) Provide information that can be utilized with students and parents in the interpretation of test results.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
10) Implement Give Me Five Parent Volunteer Partnership program.			
 = Accomplished  = No Progress  = Discontinue			






Performance Objective 2: Community involvement will increase by 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			
3) Promote service organizations for students in school (Student Council, Safety Patrol, etc)			
4) Participate in the "See to Succeed" program.			
5) Collaborate with the campus PTO to increase the amount of business partnerships we have, as well as provide family events to increase parent involvement at school.			
6) Implement Campus Spotlight and/or awards for exceptional service (Teacher of the Year, Paraprofessional of the Year, Volunteers of the Year, etc.)			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students.			
2) Provide opportunities to attend training in behavior management.			
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).			
4) Implementation of safety crisis management plans, including safety drills.			
5) Provide training opportunities and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
6) Provide training opportunities for gang awareness and character education programs.			
7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities			






Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.			
9) Implement an age-appropriate and vertically-aligned guidance curriculum.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide staff development opportunities for all employees for CPR/AED training and response to campus emergencies.			
2) Provide training opportunities for all employees on: Bloodborne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide ongoing training for crisis management.			








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Establish protocols for safety procedures for field trips.			
3) Provide opportunities for employees to be trained in personal safety.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
2) Provide support for student and staff participation in service learning opportunities.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Employees will participate in the district employee wellness challenges each month.			



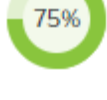

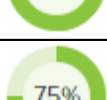
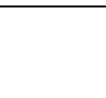
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Students will be encouraged to eat more fruits and vegetables daily during lunch.			
3) The campus will hold a family and community health fair to highlight local businesses and resources to promote family health and nutrition.			
 = Accomplished  = No Progress  = Discontinue			











Freeman Elementary Performance Objectives 2019-2020

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.











Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) Teachers will review, implement, and evaluate the instructional strategies based on the PISD scope and sequence for all courses in grades PK-4.			
TEA Priorities Improve low-performing schools 2) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Monitor curriculum implementation through campus walkthroughs.			
4) Use standardized rubrics for measuring responses for writing assignments and/or assessments of content areas.			
TEA Priorities Improve low-performing schools 5) Use on-line databases, eBooks, books, and other resources for specific TEKS			
TEA Priorities Improve low-performing schools 6) Provide staff development on utilization of on-line data-bases and resources.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 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.			
TEA Priorities Improve low-performing schools 8) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 9) Develop and provide research based instructional strategies and staff development plan for technology integration.			
TEA Priorities Improve low-performing schools 10) Implement gradual release model for lesson design and delivery.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 11) Each grade level will collaboratively meet, and with the assistance of the Peer Facilitators, develop both formative and summative assessments.			
TEA Priorities Build a foundation of reading and math 12) The campus will continue to target math problem solving with multiple problem solving strategies (Graphic organizers and Problem Solving Model).			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 13) Use online data bases, ebooks, books, and other resources for specific TEKS.			
 = Accomplished  = No Progress  = Discontinue			





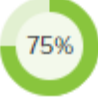




Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least 5% reduction in referrals to intervention.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) Analyze campus subgroup student performance on assessments, disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education participation.			
TEA Priorities Improve low-performing schools 2) Provide staff with longitudinal data on the percentage of ELL students making progress toward English proficiency.			
TEA Priorities Improve low-performing schools 3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
TEA Priorities Improve low-performing schools 5) Provide staff development on data disaggregation and how the data will drive instruction.			
TEA Priorities Improve low-performing schools 6) Use data disaggregation to drive instruction			
TEA Priorities Improve low-performing schools 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.).			
 = Accomplished  = No Progress  = Discontinue			


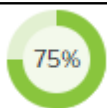







Performance Objective 3: Provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Targeted or ESF High Priority










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Create a staff development plan that supports implementation of district-wide initiatives.			
TEA Priorities Improve low-performing schools 2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) Teachers will attend training opportunities for problem solving and higher-level question/thinking skills needed to increase rigor.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 5) Support campus PLC's.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 6) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			
 = 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.

Targeted or ESF High Priority


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide time and materials for purposeful reading throughout the school day.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) Provide information to teachers regarding special reading needs of dyslexia students.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Provide staff development about reading strategies.			
TEA Priorities Build a foundation of reading and math 6) Provide library books and on-line resources to support all learning styles.			
 = Accomplished  = No Progress  = Discontinue			




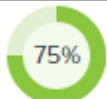





Performance Objective 5: Provide an array of learning opportunities geared toward gifted/talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) Follow district G/T identification procedures			
2) Promote G/T Summer Exploration Camp opportunities			
3) G/T students will participate in the Texas Performance Standards Project.			
TEA Priorities Improve low-performing schools 4) Students will be clustered and instructed by G/T certified teachers			
TEA Priorities Improve low-performing schools 5) Promote participation in the Duke Talent Search program in 4th grade			
TEA Priorities Improve low-performing schools 6) Implement G/T pullout program for identified students.			
 = Accomplished  = 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.



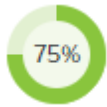




Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 2) Ensure the implementation of 504 accommodations for all eligible students.			
TEA Priorities Improve low-performing schools 3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not masters the grade level TEKS.			
TEA Priorities Improve low-performing schools 4) Implement research-based programs designed to accelerate student learning.			
TEA Priorities Improve low-performing schools 5) Provide additional and individualized support to parents of at-risk students.			
TEA Priorities Improve low-performing schools 6) Participate in transition meeting to support ELL students as they move from 4th to 5th grade.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 7) Provide intervention services through extended day, PI Time, and extended year programs incorporating TEKS requirements based on current year data.			
 = Accomplished  = No Progress  = Discontinue			

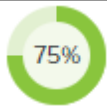


Performance Objective 7: All staff will assist English Language Learners and ensure that their academic performance will equal or surpass that of other ELL's across the state.








Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collection.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide opportunities for staff to attend ESL and ELPS training.			
TEA Priorities Improve low-performing schools 3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Implement the ESL scope and sequence at all grade levels.			
 = Accomplished  = 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.

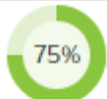


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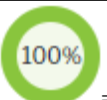


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Implement Conscious Discipline strategies with students.			
TEA Priorities Improve low-performing schools 2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			
TEA Priorities Improve low-performing schools 3) Create a crisis management plan, including safety drills			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 4) Provide training and implementing effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Gang Awareness training and Character Education programs.			
6) Utilize behavior specialists to provide intervention strategies and develop an intervention plan for students with chronic misbehavior.			
TEA Priorities Improve low-performing schools 7) Provide staff development concerning abuse and reporting obligations.			
 = Accomplished  = 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.

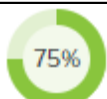
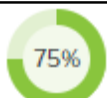
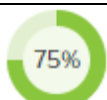
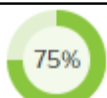
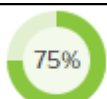
Targeted or ESF High Priority




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) Participate in district-wide coordinated school health initiatives.			
TEA Priorities Improve low-performing schools 2) Establish a Campus Health Safety Advisory Committee (Wellness Committee) to develop and support coordinated school health goals and objectives.			
TEA Priorities Improve low-performing schools 3) Evaluate the level of implementation of effectiveness of coordinated school health initiative's on a yearly basis.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 4) Administer Fitnessgram and use reports to drive instructions			
TEA Priorities Improve low-performing schools 5) Provide parent education opportunities for coordinated school health.			
 = 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.






Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) Use district wide grading standards that are linked to student expectations and are based on best practices.			
TEA Priorities Improve low-performing schools 2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.			
TEA Priorities Improve low-performing schools 3) Use grades and/or contend specific grading rubrics			
TEA Priorities Improve low-performing schools 4) Use district guidelines regarding the appropriate use of homework.			
TEA Priorities Improve low-performing schools 5) Using an RtI model, students who are failing will be identified and receive appropriate interventions in a timely manner.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			


Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or more for all students.





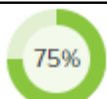







Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			
TEA Priorities Improve low-performing schools 2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			
 = 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 all the needs of each student is being met, including 100% compliance with all federal and state requirements.








Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 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 follow district procedures regarding parental request for special education evaluations.			
TEA Priorities Improve low-performing schools 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.			
TEA Priorities Improve low-performing schools 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.			
TEA Priorities Improve low-performing schools 7) Follow district policy to ensure students with disabilities have access to facilities.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 8) Provide instructional materials and training for all teachers working with students with disabilities.			
TEA Priorities Build a foundation of reading and math 9) Special education teachers are included in training given in the area of dyslexia and other related disorders.			
TEA Priorities Improve low-performing schools 10) Monitor the number of students with disabilities being served in the least restrictive environments.			
 = Accomplished  = No Progress  = Discontinue			

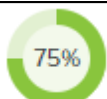
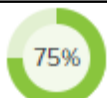



Performance Objective 13: During the school year, student and teacher access to technology will increase according to the District Technology Plan.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Provide the technical support to administer the iStation assessments that are required.			
TEA Priorities Improve low-performing schools 2) Classrooms will be equipped with at least minimum requirements for the '21st Century Classroom.'			
TEA Priorities Improve low-performing schools 3) Increase the integration of technology into instruction, curriculum and assessment, in grades PK-4, as outlined in the District Technology Plan.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
 = Accomplished  = No Progress  = Discontinue			

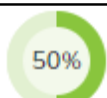
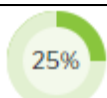



Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) Encourage more students to attend college by promoting College Week.			
TEA Priorities Improve low-performing schools 2) Establish higher education promotion campaigns.			
 = Accomplished  = 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.









Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) Provide students with real world experiences that explore a wide range of careers.			
TEA Priorities Improve low-performing schools 2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			
 = 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.

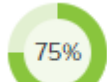









Targeted or ESF High Priority




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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 leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			
5) Provide peer observation opportunities.			
 = Accomplished  = 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.







Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Include parent education component in orientation programs.			
2) Provide parent education on various topics.			
3) Offer workshops for parents of students with reading difficulties and related disorders, as well as instructional interventions.			
4) Provide parent workshops regarding reading with children, online resources, and ebooks			
5) Provide instructional resources for parents to utilize at home with their child.			
6) Provide online resources for parents on the website.			
7) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title 1 information and TAPR data.			
8) Provide information that can be utilized with students and parents in the interpretations of test results.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Community involvement will increase by 5% expansion in partnerships and enhanced communication.




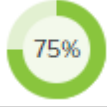

Targeted or ESF High Priority







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) Promote student/parent/business involvement through volunteerism			
TEA Priorities Improve low-performing schools 2) Promote services organizations for students in school (Student Council, Safety Patrol)			
TEA Priorities Improve low-performing schools 3) 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.





Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Provide opportunities to attend training in behavior management.			
TEA Priorities Improve low-performing schools 2) 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).			
TEA Priorities Improve low-performing schools 3) Implementation of safety crisis management plans, including safety drills.			
TEA Priorities Improve low-performing schools 4) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.			
TEA Priorities Improve low-performing schools 5) Provide training opportunities for gang awareness and character education programs.			





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 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 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.			
TEA Priorities Improve low-performing schools 7) Implement an age-appropriate and vertically-aligned guidance curriculum			
TEA Priorities Improve low-performing schools 8) Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) Provide training to campus Medical Emergency Response Team by incorporating Stop the Bleed.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide opportunities for employees to be trained in personal safety.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) Provide opportunities for staff to attend the district ALICE training.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 4) Develop and implement campus Emergency Operation Plans and safety drills including a reunification plan.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teacher significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
 = Accomplished  = No Progress  = Discontinue			


























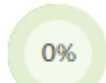

Gardens Elementary Performance Objectives 2019-2020

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.






















Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor curriculum implementation through campus walk-throughs. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
2) Implement the district scope and sequences for all courses in grades PK to 4. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
4) Integrate relevant literacy skills across all content areas. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
5) Implement gradual release model for lesson design and delivery. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
7) Ensure that all science classes incorporate hands-on laboratory activities in alignment with state Science TEKS. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
8) Use on-line databases, eBooks, books, and other resources for specific TEKS. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
9) Provide staff development on utilization of on-line databases and resources. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
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. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
12) Implement research based strategies, on a daily basis that promote a variety of learner engagement techniques. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
13) Develop and provide research based instructional strategies and staff development plan for technology integration. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
 = 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.






















Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
5) Provide staff development on data disaggregation and how the data will drive instruction. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
6) Use data disaggregation to drive instruction (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
 = 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.



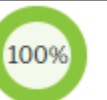
Targeted or ESF High Priority



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Create a staff development plan that supports implementation of district-wide initiatives (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
4) Teachers will attend training opportunities for curriculum components needed to increase relevance. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
6) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
7) Establish and support campus PLCs. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
 = 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.







Targeted or ESF High Priority
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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. (TS -All, Hispanic, Economically Disadvantaged, Special Ed))			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Continue and maximize the campus use of Accelerated Reading Instruction. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
3) Provide information to teachers regarding special reading needs of dyslexia students. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
4) Provide staff development about reading strategies. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
6) Provide library books and online resources to support all learning styles. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
 = 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.










Targeted or ESF High Priority













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Follow district G/T identification procedure. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
2) Promote G/T Summer Exploration Camp opportunities. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Participate in Texas Performance Standards Project (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
4) Students will be clustered and instructed by G/T Certified teachers (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
5) Implement G/T Pullout program for identified students. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
6) Promote participation in the Duke Talent Search program in fourth grade. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
 = Accomplished  = 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.













Targeted or ESF High Priority




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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 (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
2) Ensure the implementation of 504 accommodations for eligible students. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Implement research-based programs designed to accelerate student learning. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
5) Provide additional support to parents of at risk students. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
6) Participate in transition meetings to support LEP students as they move from 4th to 5th grade. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
 = 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




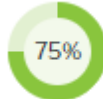

















Targeted or ESF High Priority




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide Spanish language materials for all teachers working with LEP students. (ATS -All, White, Hispanic, African American)			
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. (ATS -All, White, Hispanic, African American)			
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum. (ATS -All, White, Hispanic, African American)			
4) Implement the ESL (ELDs) scope and sequence at all grade levels. (ATS -All, White, Hispanic, African American)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = 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.













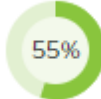





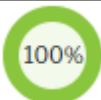


Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
2) Provide bullying and Conscious Discipline training opportunities for students and staff. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
3) Create a crisis management plan, including safety drills and ALICE training/refreshers. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
5) Provide Gang Awareness training and Character Education programs. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
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)			
7) Provide staff development concerning abuse and reporting obligations. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = 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.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Participate in district-wide coordinated school health initiatives. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
4) Administer Fitnessgram and use reports to drive instruction. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
5) Provide Parent Education Opportunities for coordinated school health. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
6) Students will participate in Universal Breakfast. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
 = 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.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Use district wide grading standards that are linked to student expectations and are based on best practices. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
2) Record grades that accurately communicate mastery or non mastery on specific student expectations. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
3) Use grade and/or content specific grading rubrics (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
4) Use district guidelines regarding the appropriate use of homework. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
5) Use district wide grade and/or content appropriate retest standards (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
 = Accomplished  = No Progress  = Discontinue			
















Performance Objective 11: During the current school year; increase the campus attendance rate to 97% or above for all students.

























Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Attendance incentives will be utilized to recognize and promote outstanding attendance (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
2) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
 = 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.
















Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
3) Provide staff development opportunities for teachers working with special education students experiencing academic or behavioral difficulties. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
4) Campuses will follow district procedures regarding parental request for special education evaluation. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
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. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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, MAP, 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., PLAAPs, IEPs, deliberations) and (3) utilize District/State required STAAR and STAAR Alternative Participation Requirement Forms (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
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. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
8) Follow district policy to ensure students with disabilities have access to facilities. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
9) Provide training for all teachers working with students with disabilities. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
10) Include special education teachers in training given in the area of dyslexia and related disorders (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
11) Monitor the number of students with disabilities being served in least restrictive environments. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
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 (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
 = Accomplished  = No Progress  = Discontinue			










Performance Objective 13: Student and teacher access to technology will increase according to the District Technology Plan.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide the technical support needed to administer the iStation assessments that are required. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
2) Classrooms will be equipped with at least minimum requirements for the "21st century classroom (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
3) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
 = Accomplished  = No Progress  = Discontinue			

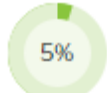


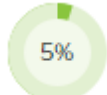





Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Encourage more students to attend college by promoting College Week. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
2) Establish higher education promotion campaigns. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
 = 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.










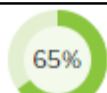











Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide students with real world experiences that explore a wide range of careers. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
 = 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.



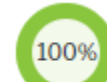





















Targeted or ESF High Priority




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide support and staff development opportunities to increase skills in building relationships. (ATS -All, White, Hispanic, African American)			
2) Provide mentorship and staff development opportunities to new personnel. (ATS -All, White, Hispanic, African American)			
3) Expand leadership and mentoring opportunities for all staff. (ATS -All, White, Hispanic, African American)			
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)			
5) Provide peer observation opportunities. (ATS -All, White, Hispanic, African American)			
6) Establish Professional Learning Communities to support continuous professional development and planning specific to the student population. (ATS -All, White, Hispanic, African American)			
 = 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.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Include parent education component in orientation programs. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
2) Provide parent education on various topics. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
3) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
4) Provide parent workshops regarding reading with children, online resources and eBooks. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
5) Provide educational resources for parents on the website. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
6) Provide instructional resources for parents to utilize at home with their children. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
7) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title 1 information and TAPR data, test results, etc. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
8) Provide information that can be utilized with students and parents in the interpretation of test results. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			



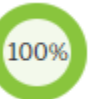









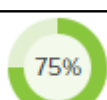
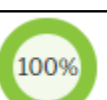
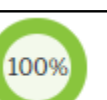
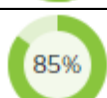
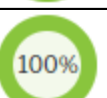
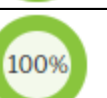



Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Expand learning opportunities for students in school/community service. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
2) Promote student/parent/business involvement through volunteerism and community service.. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
3) Promote service organizations for students in school (National Elementary Honor Society, Gatoraide etc.) (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
4) Participate in the "See to Succeed" program (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
5) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers).			
 = 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.







Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
2) Provide opportunities to attend training in Behavior Management. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
3) 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.. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
4) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
5) Implement and age appropriate and vertically aligned guidance curriculum. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
6) Provide training opportunities for Gang Awareness and Character Education programs. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
 = Accomplished  = No Progress  = Discontinue			










Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide training to campus Medical Emergency Response Teams (MERT) by incorporating Stop the Bleed. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
2) Provide opportunities for employees to be trained in personal safety. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
3) Provide opportunities for staff to attend district ALICE trainings.			
4) Develop and implement campus Emergency Operation Plans and safety drills, including unification plan.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty and global citizenship.






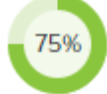
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
2) Provide support for student and staff participation in service learning opportunities. (TS -All, Hispanic, Economically Disadvantaged, Special Ed)			
 = Accomplished  = No Progress  = Discontinue			














Garfield Elementary Performance Objectives 2019-2020

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.







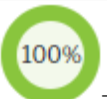


Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor Curriculum implementation through campus walkthroughs.			
2) Implement the district scope and sequence for all grades PK-4.			
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
4) Integrate relevant literacy skills across all content areas.			
5) Implement gradual release model for lesson design and delivery.			
6) Use standardized rubrics for measuring responses for writing assignments and/or assessments of content areas.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with the state Science TEKS.			
8) Use on-line data bases, ebooks, books, and other resources for specific TEKS.			
9) Provide staff development on utilization of on-line databases and resources.			
10) Provide staff with the necessary training to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.			
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.			
12) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques.			
13) Develop and provide research based instructional strategies and staff development plan for technology integration.			
14) Create master schedules that will provide for common planning time for teams of teachers and promote time for PLCs.			
 = 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.










Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation.			
2) Provide staff with longitudinal data on the percentage of LEP students making progress toward English proficiency.			
3) Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments.			
4) Provide staff development opportunities for regular education teachers on the intervention, 504, and Special Education referral processes.			
5) Provide staff development on data disaggregation and how the data will drive instruction.			
6) Use data disaggregation to drive instruction.			
 = Accomplished  = 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.


Targeted or ESF High Priority










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Create a staff development plan that supports implementation of district-wide initiatives.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Provide staff development on differentiation/ scaffolding designed to meet the learning needs of all students.			
3) Teachers will attend training opportunities for problem solving and higher-level questioning/ thinking skills needed to increase rigor.			
4) Teachers will attend training opportunities for curriculum components needed to increase rigor.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
6) Establish and support campus PLCs.			
7) Allow time for consistent vertical, horizontal and team planning as well as campus-based staff development.			
 = Accomplished  = 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.













Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Continue to maximize the campus use of Accelerated Reader.			
3) Provide time and materials for purposeful reading during the school day.			
4) Provide information to teachers about special reading needs of students with dyslexia and other reading disorders.			
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			
6) Provide staff development regarding reading strategies.			
7) Provide library books and online reading resources to support all learning styles.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Follow district G/T identification procedures.			
2) Promote G/T Summer Exploration Camp opportunities.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Participate in Texas Performance Standards Project.			
4) Students will be clustered and instructed by G/T Certified teachers.			
5) Implement G/T Pullout Program for identified students.			
6) Provide additional field trip for identified G/T students.			
7) Promote participation in the Duke Talent Search program in 4th Grade.			
 = Accomplished  = 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.













Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
2) Ensure the implementation of 504 accommodations for eligible students.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Use data from TEKS based assessments for early identification of individuals who might be at-risk of not mastering the TEKS.			
4) Implement research based programs designed to accelerate student learning.			
5) Provide additional and individualized support to parents of at-risk students.			
6) Participate in transition meetings to support LEP students as they move from 4th to 5th grade.			
7) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collection.			
2) Provide opportunities for staff to attend ESL and ELPS training.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum.			
4) Continue to provide opportunities for students to participate in the Dual Language program.			
5) Implement the ESL scope and sequence at all grade levels.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students.			
2) Provide mediation, conflict resolution, bullying and CD training opportunities for students and staff.			
3) Create a crisis management plan, including safety drills.			
4) Provide training and implementation of effective strategies through Safe & Civil Schools to reduce inappropriate behavior.			
5) Provide Gang Awareness and Character Education trainings.			






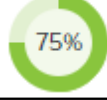



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic or severe misbehaviors.			
7) Provide staff development concerning child abuse and reporting obligations.			
8) Create and maintain a PBIS Team that will analyze school safety data and create school-wide procedures.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Establish a Campus Health Advisory Committee (CHAC) to develop and support coordinated school health goals and objectives.			
2) Participate in district-wide coordinated school health initiatives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer FitnessGram and use reports to drive instruction.			
5) Provide Parent Education opportunities for coordinated school health.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
 = 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		
	Nov	Aug	Aug
1) Use district-wide grading standards that are linked to student expectations and are based on best practices. (ATS - SpEd & AA)			
2) Record grades that accurately communicate mastery or non-mastery on a specific student expectation. (ATS - SpEd & AA)			
3) Use grade and/or content specific grading rubrics. (ATS - SpEd & AA)			
4) Use district guidelines regarding the appropriate use of homework. (ATS - SpEd & AA)			
5) Use district wide grade and/or content appropriate retest standards. (ATS - SpEd & AA)			
6) Using an RtI model, students who are failing will be identified and receive appropriate interventions in a timely manner. (ATS - SpEd & AA)			
 = 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		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance. (ATS - SpEd & AA)			
 = 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 student are being met including 100% compliance with all federal and state requirements.








Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor Special Education evaluations to ensure initial referrals to SpEd are conducted within appropriate timelines.			
2) Provide staff development opportunities for teachers working with SpEd students who are experiencing reading difficulties. (ATS - SpEd & AA)			
3) Follow district procedures regarding parental requests for SpEd evaluation.			
4) Work collaboratively with SpEd office to document appropriate state assessment decision-making process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) Ensure ARD document clearly delineates the need for STAAR Alt (i.e., PLAFFS, IEPs, deliberations) and (3) utilizing district/state required STAAR Alt participation requirement forms. (ATS - SpEd & AA)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Work collaboratively with district SpEd office to ensure compliance with SB 1196 dealing with restraint training and Texas Behavior Support Initiative requirements.			
6) Follow district policy to ensure students with disabilities have access to facilities.			
7) Provide instructional supplies and training for all teachers working with students with disabilities.			
8) Include SpEd teachers in training given in the area of dyslexia and related disorders. (ATS - SpEd & AA)			
9) Monitor the number of students with disabilities being served in least restrictive environments. (ATS - SpEd & AA)			
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)			
 = 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		
	Nov	Aug	Aug
1) Provide the technical support needed to administer the iStation assessments that are required. (ATS - SpEd & AA)			
2) Classrooms will be equipped with at least minimum requirements for the 21st century classroom. (ATS - SpEd & AA)			









Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Increase the integration of technology into instruction, curriculum, and assessment PK-4th as outlined in the district technology plan. (ATS - SpEd & AA)			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. (ATS - SpEd & AA)			
 = 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		
	Nov	Aug	Aug
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Students will receive information and guidance introducing them to college and post-secondary possibilities.







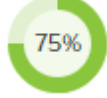



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			
3) Students will have meaningful experiences through curriculum connected field trips to expand their exposure to careers and post-secondary possibilities.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			
<div>  = Accomplished  = No Progress  = Discontinue </div>			









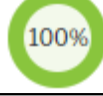



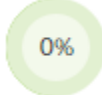

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

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.

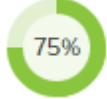






Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide team building opportunities to increase skills in building relationships.			
2) Provide mentorship and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
5) Provide peer observation opportunities.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Include parent education component in orientation programs.			
2) Provide parent education classes on various topics.			
3) Provide parent workshops regarding reading with children, online resources, and e-books.			
4) Provide educational resources for parents on school website and social media.			
5) Provide instructional resources for parents to utilize at home with their child.			
6) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title I information, and TAPR.			
7) Provide information that can be utilized with students and parents in the interpretation of test results.			
 = 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		
	Nov	Aug	Aug
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			
3) Promote service organizations for students in school (student council, etc.)			
4) Participate in the See to Succeed Program			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Implement Conscious Discipline Strategies with students. (ATS - SpEd & AA)			
2) Provide opportunities for staff to attend behavior management trainings.			
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).			
4) Create a crisis management plan, including safety drills.			
5) Provide training and implementation of effective strategies through Safe & Civil Schools to reduce inappropriate behavior.			
6) Provide Gang Awareness and Character Education trainings.			
7) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic or severe misbehaviors.			
8) Provide staff development concerning child abuse and reporting obligations.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
9) Implement an age appropriate and vertically aligned guidance curriculum.			
10) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.			
2) Provide training opportunities for all employees on Blood Borne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide ongoing training for crisis management			
2) Establish protocols for safety procedures on field trips.			
3) Provide opportunities for employees to be trained in personal safety.			
4) Screen visitors using the Raptor System.			
5) Maintain a safe and secure building using the BlueWave system.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: During the current school year, establish programs to increase opportunities to foster patriotism, civic duty and global citizenship.







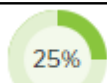


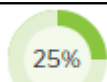


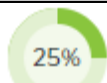





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures, and experience civic duty responsibilities.			
2) Provide support for student and staff participation in service learning opportunities.			
 = Accomplished  = No Progress  = Discontinue			




























Genoa Elementary Performance Objectives 2019-2020

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.







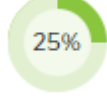

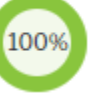






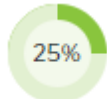





Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Monitor curriculum implementation through campus walkthroughs. (TSI - all)			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Implement the district scope and sequences for all courses in grades PK to 4. (TSI - all)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. (TSI-all)			
TEA Priorities Build a foundation of reading and math 4) Integrate relevant literacy skills across all content areas. (TSI-all)			
TEA Priorities Build a foundation of reading and math 5) Implement gradual release model for lesson design and delivery. (TSI-all)			
TEA Priorities Build a foundation of reading and math 6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. (TSI - all)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.			
TEA Priorities Build a foundation of reading and math 8) Use on-line databases, ebooks, books, and other resources for specific TEKS.			
TEA Priorities Recruit, support, retain teachers and principals 9) Provide staff development on utilization of on-line databases and resources.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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. (TSI - all)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices. (TSI-all)			
TEA Priorities Build a foundation of reading and math 12) Provide instructional materials and implement research based strategies, on a daily basis that promote a variety of learner engagement techniques. (TSI-all)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 13) Develop and provide research based instructional strategies and staff development plan for technology integration. (TSI-all)			
TEA Priorities Recruit, support, retain teachers and principals 14) Implement master schedules that will provide common planning time for teams of teachers and promote time for PLC's. (TSI-all)			
 = Accomplished  = No Progress  = Discontinue			























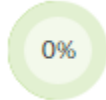

Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals to intervention

Targeted or ESF High Priority






















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, ELL, and Special Education participation. (TSI - all)			
TEA Priorities Build a foundation of reading and math 2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.			
TEA Priorities Build a foundation of reading and math 3) Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Provide staff development on data disaggregation and how the data will drive instruction. (TSI-all)			
TEA Priorities Build a foundation of reading and math 6) Use data disaggregation to drive instruction.			
 = 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.




Targeted or ESF High Priority
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Create a staff development plan that supports implementation of district-wide initiatives. (TSI-all)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. (TSI-all)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. (TSI-all)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Teachers will attend training opportunities for curriculum components needed to increase relevance. (TSI-all)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (TSI-all)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 6) Establish and support campus PLCs. (TSI-all)			
TEA Priorities Recruit, support, retain teachers and principals 7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. (TSI-all)			
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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.			
TEA Priorities Build a foundation of reading and math 2) Provide time and materials for purposeful reading during the school day.			
TEA Priorities Build a foundation of reading and math 3) Provide information to teachers regarding special reading needs of dyslexia students.			
TEA Priorities Build a foundation of reading and math 4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Provide staff development about reading strategies.			
TEA Priorities Build a foundation of reading and math 6) Provide library books and online resources to support all learning styles.			
 = 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		
	Nov	Aug	Aug
1) Follow district G/T identification procedure.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Promote G/T Summer Exploration Camp opportunities.			
3) G/T students will participate in the Texas Performance Standards Project.			
4) Students will be clustered and instructed by G/T Certified teachers.			
5) Promote participation in the Duke Talent Search program in fourth grade.			
 = Accomplished  = 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.







Targeted or ESF High Priority










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. (TSI-all)			
TEA Priorities Build a foundation of reading and math 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. (TSI-all)			
TEA Priorities Build a foundation of reading and math 3) Ensure the implementation of 504 accommodations for eligible students. (TSI-all)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. (TSI-all)			
TEA Priorities Build a foundation of reading and math 5) Implement research-based programs designed to accelerate student learning. (TSI-all)			
TEA Priorities Build a foundation of reading and math 6) Provide additional and individualized support to parents of at risk students. (TSI-all)			
7) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.			
TEA Priorities Build a foundation of reading and math 8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. (TSI-all)			
 = 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.










Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Provide materials for all teachers working with ELL students. Integrate Spanish language books within the library collection.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			







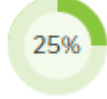








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum.			
TEA Priorities Build a foundation of reading and math 4) Implement the ESL scope and sequence at all grade levels.			
 = 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		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			
TEA Priorities Recruit, support, retain teachers and principals 3) Create a crisis management plan, including safety drills.			
TEA Priorities Recruit, support, retain teachers and principals 4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
TEA Priorities Recruit, support, retain teachers and principals 5) Provide Gang Awareness training and Character Education programs.			




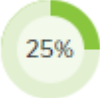








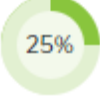








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior.			
7) Provide staff development concerning abuse and reporting obligations.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Participate in district-wide coordinated school health initiatives.			
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instruction.			
5) Provide Parent Education Opportunities for coordinated school health at each campus.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			










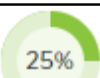


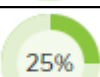


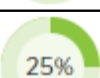
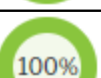




Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.






















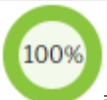


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Use district wide grading standards that are linked to student expectations and are based on best practices.			
TEA Priorities Build a foundation of reading and math 2) Record grades that accurately communicate mastery or non-mastery on a specific student expectation.			
TEA Priorities Build a foundation of reading and math 3) Use grade and/or content specific grading rubrics.			
TEA Priorities Build a foundation of reading and math 4) Use district guidelines regarding the appropriate use of homework.			
TEA Priorities Build a foundation of reading and math 5) Use district wide grade and/or content appropriate retest standards.			
TEA Priorities Build a foundation of reading and math 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: During the current school year, increase the campus attendance rate to 97% or above for all students.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			
 = Accomplished  = 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		
	Nov	Aug	Aug
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.			
TEA Priorities Recruit, support, retain teachers and principals			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
5) Follow district procedures regarding parental request for special education evaluation.			
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR Alt (i.e. PLAFF's, IEPs, deliberations) and (3) utilizing District/State required STAAR Alternative Participation Requirement Forms.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
TEA Priorities Build a foundation of reading and math			
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		
	Nov	Aug	Aug
1) Provide the technical support needed to administer the computer based assessments that are required.			
2) Classrooms will be equipped with at least minimum requirements for the "21st century classroom".			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 3) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
 = Accomplished  = No Progress  = Discontinue			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			
 = 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		
	Nov	Aug	Aug
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			
 = Accomplished  = No Progress  = Discontinue			

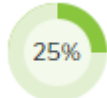




















Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

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		
	Nov	Aug	Aug
1) Provide support and staff development opportunities to increase skills in building relationships.			
2) Provide mentorship and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
5) Provide peer observation opportunities.			
 = Accomplished  = 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.

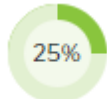










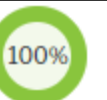






Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Include parent education component in orientation programs.			
2) Provide parent education on various topics.			
3) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
4) Provide parent workshops regarding reading with children, online resources and eBooks.			
5) Provide educational resources for parents on the website.			
6) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title 1 information and TAPR data, test results, etc.			
 = 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		
	Nov	Aug	Aug
1) Promote student/parent/business involvement through volunteerism and community service.			
2) Promote service organizations for students in school (Student Council, Safety Patrol etc.)			
3) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers).			
 = 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.





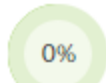

Performance Objective 1: During the current school year, we will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning.			
2) Provide opportunities to attend training in Behavior Management.			
3) 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.			
4) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.			
5) Implement an age appropriate and vertically aligned guidance curriculum.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide training to campus Medical Emergency Response Teams (MERT) bu incorporating Stop the Bleed.			
2) Provide opportunities for employees to be trained in personal safety.			
3) Provide opportunities for staff to attend the district ALICE trainings.			
4) Develop and implement campus Emergency Operation Plans and safety drills including a reunification plan.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty and global citizenship.



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
 = Accomplished  = No Progress  = Discontinue			































Golden Acres Elementary Performance Objectives 2019-2020

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.














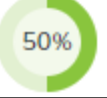
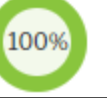
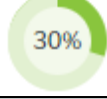
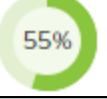
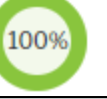
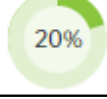
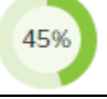
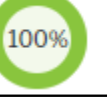



Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor curriculum implementation through campus walkthroughs.			
2) Implement the district scope and sequences for all courses in grades Pk to 4.			
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
4) Integrate relevant literacy skills across all content areas.			
5) Implement gradual release model for lesson design and delivery.			
6) Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.			
8) Use on-line databases, eBooks, books, and other resources for specific TEKS.			
9) Provide staff development on utilization of on-line databases and resources.			
10) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.			
11) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques.			
12) Develop and provide research based instructional strategies and staff development plan for technology integration.			
13) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's. 90 minute block on Tuesdays for Reading/Writing planning. 60 minute block on Wednesdays for Math planning time. (Coaches)			
14) Follow the District Bilingual Continuum to best fit our needs.			
15) Provide rigorous and motivating lessons to our identified special education , 504 , and RTI students.			
 = 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 referrals to intervention.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation.			
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.			
3) Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments.			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction.			
6) Use data disaggregation to drive instruction.			
7) Conduct Data PLC meetings to monitor student progress with each grade level once every three weeks.			
 = Accomplished  = No Progress  = Discontinue			










Performance Objective 3: The campus 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		
	Nov	Aug	Aug
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) 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 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		
	Nov	Aug	Aug
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
6) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			
 = Accomplished  = No Progress  = Discontinue			







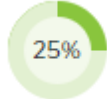








Performance Objective 5: Provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Follow district G/T identification procedure.			
2) Promote G/T Summer Exploration Camp opportunities and Chess club during the school year.			
3) Participate in Texas Performance Standards Project.			
4) Students will be clustered and instructed by G/T Certified teachers.			
5) Implement G/T Pullout program for identified students.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Promote participation in the Duke Talent Search program in fourth grade.			
7) Students will design and present an arcade game for the Fall Festival.			
 = Accomplished  = No Progress  = Discontinue			













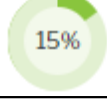
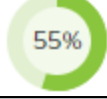



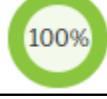



Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.







Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
2) Ensure the implementation of 504 accommodations for eligible students.			
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
4) Implement research-based programs designed to accelerate student learning.			
5) Provide additional support to parents of at risk students.			

















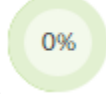

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 7: 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		
	Nov	Aug	Aug
1) Provide mediation, conflict resolution, and bullying training opportunities for students and staff.			
2) Create crisis management plans, including safety drills, Alice Training			
3) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
4) Provide Character Education programs and Conscience Discipline Classroom Guidance Lessons to all grade levels once every 9 weeks.			
5) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.			
6) Provide staff development concerning abuse and reporting obligations.			
7) Provide staff surveys to allow staff to provide feedback on character/conscience discipline lessons.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Utilize the Conscious Discipline Program school wide. Rituals, Wish You Well, Greetings, Celebrations, Family Assemblies, Safe Place.			
 = Accomplished  = No Progress  = Discontinue			













Performance Objective 8: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Participate in district-wide coordinated school health initiatives.			
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis			
4) Administer Fitnessgram and use reports to drive instruction.			
5) Provide Parent Education Opportunities for coordinated school health			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 9: Laws and procedures will be followed to educate students with special needs and meet state requirements for Special

Education.










Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ards will be conducted within the correct time frame.			
2) Evaluations will be done in a timely manner.			
3) FIE's will be followed by teachers and all staff.			
 = 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.





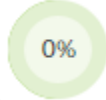

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			
 = Accomplished  = No Progress  = Discontinue			





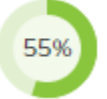













Performance Objective 2: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			
3) Teachers will utilize software programs with their classes to increase technology skills as well as learning.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Technology liason will provide monthly technology training for staff.			
 = 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		
	Nov	Aug	Aug
1) Provide support and staff development opportunities to increase skills in building relationships.			
2) Provide mentorship and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional , administrative and support staff.			
5) Provide peer observation opportunities.			
 = Accomplished  = 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 i their children's education.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Include parent education component education component in orientation programs.			
2) Provide parent education on various topics.			
3) Offer workshops for parents of students with dyslexia and related disorders as well as instructional interventions.			
4) Provide parent workshops regarding reading with children, online resources and eBooks.			
5) Provide educational resources for parents on website.			
6) Provide opportunities for parents to attend grade level and /or content specific meetings to share expectations, strategies, Title 1 information and test results.			
 = Accomplished  = No Progress  = Discontinue			

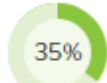




















Performance Objective 2: During the current school year, community involvement will increase 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Promote student/parent/business involvement through volunteerism and community service.			
2) Promote service organizations for students in school. (student council, Grizzlies, Choir, running club, chess club)			
3) Implement Campus Spotlight and/or awards for exceptional service.			
 = 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.







Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning.			
2) Provide opportunities to attend training in Behavior Management. (Bullying/Gang Awareness/ breathing techniques)			
3) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment.			
4) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.			
5) Implement an age appropriate and vertically aligned guidance curriculum.			
6) Retain a 96% attendance rate by utilizing incentives. (Jump for George, Paw rewards, certificates)			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide training to campus Medical Emergency Response Teams (Mert) by incorporating Stop the Bleed.			
2) Provide opportunities for employees to be trained in personal safety.			
3) Provide opportunities for staff to attend the district ALICE training.			
4) Develop and implement campus Emergency Operations Plans and safety drills including a reunification plan.			
 = Accomplished  = No Progress  = Discontinue			






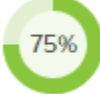







Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
 = Accomplished  = No Progress  = Discontinue			












Guidance Center Performance Objectives 2019-2020

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		
	Nov	Aug	Aug
1) Reinforce STAAR objectives and strategies.			
2) Students will read recently published works relevant to content subject areas			
3) 4) Students are able to read top notch literature from the teacher's classroom library when finished with classwork.			
4) All staff utilize research based strategies to support student instructional needs and enhance learning.			
5) All staff utilize research based strategies to support student instructional needs and enhance learning.			
 = Accomplished  = No Progress  = Discontinue			








Performance Objective 2: The needs of special population students will be met.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) ARD packets and 504 accommodations will be required from home campuses and given to Guidance Center teachers.			
2) Modifications will be implemented effectively in inclusive and special education classrooms.			
3) Accommodations will be made for ESL/LEP students.			
4) Students with disabilities will have access to campus facilities			
 = Accomplished  = No Progress  = Discontinue			


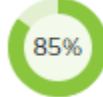





Performance Objective 3: Instruction in social skills appropriate to achieving success in real-world situations will be emphasized.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) All staff will implement the Safe and Civil guidelines			
2) Social skills lessons will be taught two times weekly to students in grades 5-7 (i.e. following instructions, accepting "No" for an answer, talking with others, introducing yourself, accepting criticism or a consequence, disagreeing appropriately, showing respect, exhibiting sensitivity to others)			
3) All staff will implement the framework of CHAMPS in their classrooms.			
 = Accomplished  = No Progress  = Discontinue			


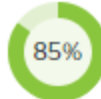









Performance Objective 4: Positive social skills, character education, and career awareness will be addressed and reinforced.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.








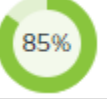
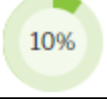
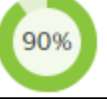

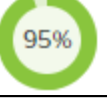

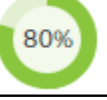

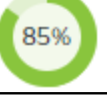



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) The counselor will engage students in individual counseling.			
2) Flexible scheduling will be provided for students as needed.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 6: The physical and emotional needs of the students will be addressed.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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			













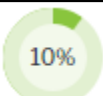



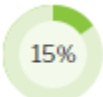

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.














Performance Objective 1: Procedures and processes are in place so that all students are successful.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Enrichment through computer use			
2) Follow discipline management plan			
3) Administrative team meetings held as needed.			
4) Student orientation- video presentation			
5) Departmental planning			
6) Staff Surveys			
7) Continued Implementation of Safe and Civil School and CHAMPS			
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.)			
 = Accomplished  = No Progress  = Discontinue			

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.











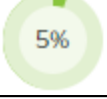
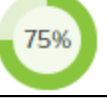
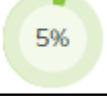
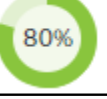



Performance Objective 1: Staff is provided on-going staff development activities that specifically meet the needs of at-risk students attending our campus.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Campus Procedures and Policies			
2) Safe and Civil Schools Guidelines			
3) CPI training			
4) New Teacher Orientation			
5) Effective teaching practices			
6) Off-site staff development as needed			
7) Attend district departmental meetings to be aware of campus and student needs.			
8) Bully Awareness			
9) Professional Learning Community (PLC) Training			

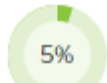
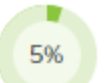












Strategy Description	Formative Reviews		
	Nov	Aug	Aug
10) GC Intervention			
11) District Focus Trainings			
12) Digital Resource Training			
13) Working with ELL Students			
14) Science Resource Review			
 = Accomplished  = No Progress  = Discontinue			

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		
	Nov	Aug	Aug
1) The professional staff/counselor will meet with students in need of long-term assistance to involve parents and home school campuses.			
2) The professional staff/counselor will assist students with immediate needs.			
3) Parents of students who are absent will be notified.			
4) Resource/educational materials will be made available to parents on campus and via the Guidance Center web site.			
5) Parent/Teacher Conferences			
6) Parent/Administrator Conferences			
7) An orientation opportunity is made available to parents			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Students will receive support to complete their home campus assignments.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Quality work will be returned to the home campus upon completion of the student's Guidance Center placement.			
2) Teachers will cooperate and communicate with teachers on home campuses.			
3) Targeted students will receive additional instructional support.			
4) Home campuses will be notified of student absences			
5) The GC intervention process will be utilized for students exhibiting work avoidance behaviors (i.e., refusing to complete assignments, sleeping, etc.)			
 = Accomplished  = No Progress  = Discontinue			








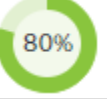

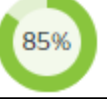

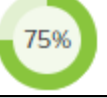



Performance Objective 3: The transition of students to and from the Guidance Center will be facilitated.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Orientation will be provided to each student on his/her first day at Guidance Center			
2) Students will be asked to complete a Counselor Survey during orientation.			
3) Students will meet with a counselor or professional staff member as requested.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Counselor/Professional Staff at home campuses will be contacted with areas of concern.			
 = 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		
	Nov	Aug	Aug
1) Staff members will wear district ID badges at all times			
2) Students will go through metal detectors and have their belongings checked upon entering the building.			
3) All outside doors will remain locked at all times.			
4) Students will be escorted to first period by their homeroom teacher.			
5) Staff stand in the halls during class change to ensure all students safely arrive at their classes.			
6) Students will be escorted to restroom or during other non class change transitions.			
 = Accomplished  = No Progress  = Discontinue			






Performance Objective 2: Citizenship will be incorporated in the GC experience.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Characteristics of Citizenship are taught during Character Education lessons everyday in grades 5 - 7.			
2) Counselor will meet individually with each student on the student's first GC placement...citizen topics will be included in the discussion with the student.			
3) Characteristics of Citizenship are taught during elective classes for students in grades 8 - 12.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: Students will receive educational, social, emotional and physical well-being support.












Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Counselor will meet with each student individually during each GC placement.			
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.			
3) All Faculty and staff will assist in supporting the social, emotional, and physical needs of students to ensure academic success for all.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: Staff members are provided frequent, short breaks through out the day.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Paraprofessional staff members will relieve teachers during the school day for one 15 minute break.			
 = 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

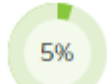

















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) ACTIVboard			
2) Edgenuity			
3) PISD Library			
4) Various web-based instructional sites (i.e., Brainpop, Channel One, United Streaming, Chronicle in Education)			
 = Accomplished  = No Progress  = Discontinue			




























Hancock Elementary School Performance Objectives 2019-2020

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.






















Next Year's Recommendation 1: Continue

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor curriculum implementation through campus walkthroughs and using the coaching model. (ATS- ALL, AA, H)			
2) Implement the district scope and sequences for all courses in grades Pk to 4.(ATS- ALL, AA, H)			
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. [1.1.7] (ATS- ALL, AA, H)			
4) Integrate relevant literacy skills across all content areas. (ATS- ALL, AA, H)			
5) Implement gradual release model for lesson design and delivery (ATS- ALL, AA, H)			
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.(ATS- ALL, AA, H)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.(ATS- ALL, AA, H)			
8) Use on-line databases, eBooks, books, and other resources for specific TEKS. (ATS- ALL, AA, H)			
9) Provide staff development on utilization of on-line databases and resources. (ATS- ALL, AA, H)			
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)			
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices. [1.4.4] (ATS- ALL, AA, H)			
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)			
13) Develop and provide research based instructional strategies and staff development plan for technology integration. [1.5.2] (ATS- ALL, AA, H)			
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)			
 = Accomplished  = No Progress  = Discontinue			


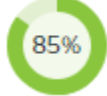

Performance Objective 2: Data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals to intervention.




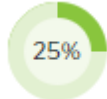

















Next Year's Recommendation 2: Continue

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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)			
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. [PBM]-(ATS- ALL, AA, H)			
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)			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process. (ATS- ALL, AA, H)			
5) Provide staff development on data disaggregation and how the data will drive instruction. [1.3.1] (ATS- ALL, AA, H)			
6) Use data disaggregation to drive instruction. (ATS- ALL, AA, H)			
 = 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.



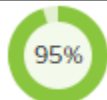
Next Year's Recommendation 3: Continue






















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Create a staff development plan that supports implementation of district-wide initiatives. [1.7.2] (ATS- ALL, AA, H)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Provide staff development (Data Talks) on differentiation/scaffolding designed to meet the learning needs of every student. [PBM] (ATS- ALL, AA, H)			
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)			
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)			
5) Establish and support campus PLCs. (ATS- ALL, AA, H)			
6) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. [1.8.1](ATS- ALL, AA, H)			
7) Teachers will attend training opportunities for curriculum components needed to increase rigor and relevance. (ATS- ALL, AA, H)			
 = 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.




Next Year's Recommendation 4: Continue



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Continue/maximize the campus use of Accelerated Reader. (ATS- ALL, AA, H)			
3) Provide time and materials for purposeful reading during the school day. (ATS- ALL, AA, H)			
4) Provide information to teachers regarding special reading needs of dyslexia students. (ATS- ALL, AA, H)			
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. (ATS- ALL, AA, H)			
6) Provide staff development about reading strategies. [PBM] (ATS- ALL, AA, H)			
7) Provide library books and online resources to support all learning styles. (ATS- ALL, AA, H)			
 = 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.







Next Year's Recommendation 5: Continue






















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Follow district G/T identification procedure. (ATS- ALL, AA, H)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Promote G/T Summer Exploration Camp opportunities. (ATS- ALL, AA, H)			
3) Participate in Texas Performance Standards Project. (ATS- ALL, AA, H)			
4) Students will be clustered and instructed by G/T Certified teachers. (ATS- ALL, AA, H)			
5) Implement G/T Pullout program for identified students. (ATS- ALL, AA, H)			
6) Promote participation in the Duke Talent Search program in fourth grade. (ATS- ALL, AA, H)			
 = Accomplished  = 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.




Next Year's Recommendation 6: Continue













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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)			
2) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at risk learner. (ATS- ALL, AA, H)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Ensure the implementation of 504 accommodations for eligible students. (ATS- ALL, AA, H)			
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)			
5) Implement research-based programs designed to accelerate student learning.(ATS- ALL, AA, H)			
6) Provide additional and individualized support to parents of at risk students. (ATS- ALL, AA, H)			
7) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.(ATS- ALL, AA, H)			
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			
 = Accomplished  = 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.













Next Year's Recommendation 7: Continue













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. (ATS- ALL, AA, H)			
3) Prepare bilingual ELL students for an appropriate and timely transition by following the district bilingual continuum. [PBM] (ATS- ALL, AA, H)			
4) Implement the ESL scope and sequence at all grade levels. (ATS- ALL, AA, H)			
 = 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.













Next Year's Recommendation 8: Continue







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students. (ATS- ALL, AA, H)			
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. (ATS- ALL, AA, H)			
3) Create a crisis management plans, including safety drills. (ATS- ALL, AA, H)			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. (ATS- ALL, AA, H)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Provide Character Education programs.(ATS- ALL, AA, H)			
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic inappropriate behaviors. (ATS- ALL, AA, H)			
7) Provide staff development concerning abuse and reporting obligations. (ATS- ALL, AA, H)			
 = 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.



















Next Year's Recommendation 9: Continue




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Participate in district-wide coordinated school health initiatives. (ATS- ALL, AA, H)			
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. (ATS- ALL, AA, H)			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. (ATS- ALL, AA, H)			
4) Administer Fitnessgram and use reports to drive instruction. (ATS- ALL, AA, H)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Provide parent education opportunities for coordinated school health at each campus (ATS- ALL, AA, H)			
 = 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.










Next Year's Recommendation 10: Continue

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Use district wide grading standards that are linked to student expectations and are based on best practices. (ATS- ALL, AA, H)			
2) Record grades that accurately communicate mastery or non mastery on specific student expectations. (ATS- ALL, AA, H)			
3) Use grade and/or content specific grading rubrics. (ATS- ALL, AA, H)			
4) Use district guidelines regarding the appropriate use of homework. (ATS- ALL, AA, H)			
5) Use district wide grade and/or content appropriate retest standards. (ATS- ALL, AA, H)			
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)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			




Performance Objective 11: Increase the campus attendance rate to 97% or above for all students.































Next Year's Recommendation 11: Continue







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.

Next Year's Recommendation 12: Continue
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. (ATS- ALL, AA, H)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines. (ATS- ALL, AA, H)			
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)			
10) Special education teachers are included in straining given in the area of dyslexia and related disorders. (ATS- ALL, AA, H)			
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments. (ATS- ALL, AA, H)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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)			
 = 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.










Next Year's Recommendation 13: Continue

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide the technical support needed to administer the iStation assessments that are required. (ATS- ALL, AA, H)			
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom." (ATS- ALL, AA, H)			
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan. (ATS- ALL, AA, H)			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. (ATS- ALL, AA, H)			
 = Accomplished  = No Progress  = Discontinue			








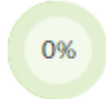

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: Students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Next Year's Recommendation 1: Continue

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Encourage more students to attend college by promoting College Week. (ATS- ALL, AA, H)			
2) Establish higher education promotion campaigns. [3.2.9](ATS- ALL, AA, H)			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide students with real world experiences that explore a wide range of careers. (ATS- ALL, AA, H)			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day. (ATS- ALL, AA, H)			
 = 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.






















Next Year's Recommendation 1: Continue

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide team building opportunities to increase skills in building relationships.(ATS- ALL, AA, H)			
2) Provide mentors and staff development opportunities to new personnel. (ATS- ALL, AA, H)			
3) Expand leadership and mentoring opportunities for all staff.(ATS- ALL, AA, H)			
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)			
 = 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: continue

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Include parent education component in orientation programs.(ATS- ALL, AA, H)			
2) Provide parent education at all campuses on various topics. (ATS- ALL, AA, H)			
3) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
4) Provide parent workshops regarding reading with children, online resources and eBooks.(ATS- ALL, AA, H)			
5) Provide educational resources for parents on their website.(ATS- ALL, AA, H)			
6) 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)			
 = 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		
	Nov	Aug	Aug
1) Promote student/parent/business involvement through volunteerism.(ATS- ALL, AA, H)			
2) Promote service organizations for students in school (Student Council, Safety Patrol, etc.).(ATS- ALL, AA, H)			
3) Implement campus spotlight and/or awards for exceptional service (ie teacher of the year, para 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.










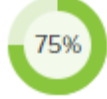





Performance Objective 1: We will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Next Year's Recommendation 1: Continue

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide or coordinate training in mental health, trauma informed care and kinesthetic learning. (ATS- ALL, AA, H)			
2) Provide opportunities to attend behavior management trainings.(ATS- ALL, AA, H)			
3) 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)			
4) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic inappropriate behaviors. (ATS- ALL, AA, H)			
5) Implement an age appropriate and vertically aligned guidance curriculum. (ATS- ALL, AA, H)			
 = Accomplished  = No Progress  = Discontinue			







Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Next Year's Recommendation 2: Continue

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide ongoing training for crisis management (MERT) by incorporating Stop the Bleed.(ATS- ALL, AA, H)			
2) Provide opportunities for employees to be trained in personal safety.(ATS- ALL, AA, H)			
3) Provide opportunities for staff to attend ALICE training. (ATS- ALL, AA, H)			
4) Develop and implement campus Emergency Operation Plans and safety drills including a reunification plan.			
 = Accomplished  = No Progress  = Discontinue			







Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Next Year's Recommendation 3: Continue

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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)			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: Implement Communities In Schools to distribute service and enrollment for students in need of behavior, emotional and attendance issues.





Next Year's Recommendation 4: Continue




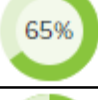




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Service students in need of behavior, emotional and attendance concerns.			
 = Accomplished  = No Progress  = Discontinue			

Jackson Intermediate Performance Objectives 2019-2020



Goal 1: Jackson Intermediate will ensure rigorous curriculum and relevant learning experiences that promote real life application.










Performance Objective 1: By June 2020, 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		
	Nov	Aug	Aug
1) Administer district MAP Testing, 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. Academic Performance TEC 39.106(b)(10)			
2) Jackson will continue to participate and develop in Professional Learning Communities. Flexible, built into the work day schedule, bi-weekly, opportunities to discuss - as a content area - to align curriculum, assess student needs, and share resources and ideas to improve student achievement. 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, IXL ,ABC writing, formal writing assessment, Discovery Education, Lead 4Ward, vocabulary, lesson cycle beginning activities, process breaks (checks for understanding), and rigorous closing activities. Academic Performance TEC 39.106(b)(10)			
TEA Priorities Recruit, support, retain teachers and principals 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 and Friday from 3:30-4:30. Teachers will have flexible tutorial schedules in order to accommodate student needs. . Academic Performance TEC 39.106(b)(10)			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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. 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, MAP Test Data,SLR, and Data Walls identifying/monitoring individual student progress and identifying all subgroups of student. Academic Performance TEC 39.106(b)(10)			
8) Teachers, PFs, Instructional Aides and Support Personnel will provide students with supplemental aides and meaningful instruction based upon various trainings for the use of research based activities in order to better prepare our students including at-risk students.			
9) All instructional personnel will provide parents and students with intervention strategies in order to make students a more successful.			
 = Accomplished  = No Progress  = Discontinue			




Performance Objective 2: By June 2020, the percentage of identified ELL students with satisfactory academic performance on the 2020 state tests will be equal or greater than the state average. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure that all accommodations and modifications are followed throughout the year including testing settings and instructional settings 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 .Use of Quality Data TEC 39.106(b)(7)(11)(12)			






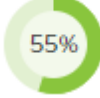

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Instructional paraprofessionals will provide support in classrooms for ELL and at-risk students by following, under the guidance of the teacher, the student's accommodations/modifications to the curriculum.			
4) Use assessment data and classroom 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 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 2020 .Academic Performance TEC 39.106(b)(10)			
6) Tailored instructional program for ELL learners by hand-scheduling students and creating support classes such as Oral Language Development classes. Continue to use Rosetta Stone, SIOP Strategies, and Touchstone as instructional support. Reading and ESL Writing for Level Is and IIs. (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 2020, 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		
	Nov	Aug	Aug
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. Academic Performance TEC 39.106(b)(10)			
2) Jackson will work collaboratively with the Special Education District Office to ensure initial evaluations and eligibilities are completed within the required timelines.			
3) Jackson will follow district procedures regarding parental request for special education evaluation.			
4) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, Specially Designed Instruction Strategies (SDI), MAP Testing, 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.. Academic Performance TEC 39.106(b)(10)			
5) Jackson will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.			
6) Jackson will follow district policy to ensure students with disabilities have access to facilities.			
7) Jackson will follow district procedures in addressing Transition requirements for students with disabilities.			
TEA Priorities Recruit, support, retain teachers and principals 8) Provide inclusion support as a follow up to Stetson and Associates Inclusive Schools Project.			
9) Administrators and teachers will utilize students' IEP, MAP data, Common Assessments, and STAAR to determine appropriate interventions to serve Special Education students at risk of failing.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = 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




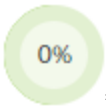

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Jackson will provide Pre AP classes to service the identified Gifted and Talented students.Learning Time TEC 39.106(b)(2)			
2) Jackson will provide an opportunity to participate in the Name That Book contest.Academic Performance TEC 39.106(b)(10)			
3) Jackson will provide book clubs to discuss literature.Academic Performance TEC 39.106(b)(10)			
4) Jackson will provide students with opportunity to participate in G/T Performance Standards Project. Learning Time TEC 39.106(b)(2)			
5) Administrators and teachers will utilize students' CBAs, Common Assessments, and STAAR to determine enrichment opportunities to be highly successful.			
6) 6) Promote Literacy through 'Tweens Read' opportunity for Jackson students to meet authors and skype visits.			
7) Jackson will provide an oppourtunity to participate in Pentathalon and Chess club.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
<div> <div>  = Accomplished </div> <div>  = No Progress </div> <div>  = Discontinue </div> </div>			



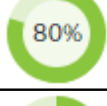

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.




Performance Objective 1: By June 2020, 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		
	Nov	Aug	Aug
1) Jackson will provide academic and counseling support for qualifying At-Risk students on campus. Learning Time TEC 39.106(b)(2)			
2) Intervention Assistance Team (IAT) will meet at least every six weeks with teachers to identify At-Risk students and discuss strategies for assisting those students. Interventions and monitoring will be documented in Mizuni/Skyward (ELL, 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 TEC 39.106(b)(10)			
4) Provide support facilitation services to Special Education students. Learning Time TEC 39.106 (b)(2)			
5) Provide in-class support for At-Risk students (Learning Time TEC 39.106 (b)(2))			
6) Personnel, training and supplies are allocated to ensure our At-Risk students are successful.			
7) Jackson will follow district procedures regarding parental request for Special Education evaluations.			








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Utilize small group instruction to differentiate for students' language and instructional needs.			
Learning Time TEC 39.106 (b)(2)			
9) Jackson will continue to implement and develop intervention strategies that are built into the day schedule times , for intervention, reteach, and enrichment opportunities such as: Flexible scheduling into Reading and Math Intervention classes and Study Skills classes.ELL tutorials through the district. AVID/Team Leadership Classes/Strategies ;Wildcat Intervention Time			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: By June 2020, the average daily attendance rate will increase from 94.7% to 97%. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers submit an Attendance Oath. Monitor daily attendance reporting to ensure accuracy. Bell at 9:30 to remind teachers to input attendance at that time. Documenting teachers with unsubmitted attendance for all class periods.			
2) Provide attendance incentives for students with perfect attendance. Provide incentives for accurate attendance taking for teachers.			
3) Call home when students are absent.			
4) Send absence letter from Superintendent to students with 3 or more unexcused absences with-in a 28 day period. Students with 10 or more unexcused absences will be referred to TRIAD.			









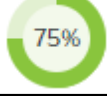




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: By June 2020, 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		
	Nov	Aug	Aug
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. School Climate TEC 39.106(b)(8)			
2) Conduct parent, teacher, and student surveys to determine students' needs. School Climate TEC 39.106(b)(8)			
3) Safe and Civil Campus Team will participate in ongoing training and will conduct school common area observations to ensure safety in common areas and during transitions.			
4) Teachers will receive CHAMPS updates, and Youth and Mental Health Training to ensure school safety and orderly classroom environment. School Climate TEC 39.106(b)(8)			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Counselors will provide classroom violence and bullying prevention activities to be used in the classroom. School Climate TEC 39.106(b)(8)			
2) Provide students with drug prevention strategies and activities. School Climate TEC 39.106(b)(8)			
3) Provide health and pregnancy information for outside sources as needed. Also, there are non-fiction books about pregnancy in the Library.			
4) Participate in monthly fire drills and other crisis drills to ensure student safety			
5) Train faculty and staff in campus crisis management			
6) Students will participate in a coordinated health program which integrates health activities with content curriculum through the use of heart monitors, pedometers, and other health related activities through the Texas Fitness Now Grant. They will participate in red ribbon week, Academic Performance TEC 39.106(b)(10)			
7) Provide incoming 7th graders with an orientation camp to assist with transition from middle school prior to the first day of school.			
8) Continue to work through the 21st CCLC grant to provide an After School Program. ACE will not only support the curricular goals of Jackson Intermediate by providing targeted instruction in tutorials but it will also allow students to be exposed to a variety of career, college, and real world experiences.			
9) Continue to have Pep Rallies to recognize: Excellence in grades, attendance, and effort. Continue to recognize outstanding student achievement through walk of fame.(		
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 2020, 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		
	Nov	Aug	Aug
1) Students will have the opportunity to participate in career day activities and College Week. Family Engagement TEC 39.106(b)(4)			
2) Promote colleges through the six weeks during report card time by allowing students and staff to wear college t-shirts. School Climate TEC 39.106(b)(8)			
3) Homeroom classes will discuss and research college choices, college preparation, and college requirements. School Climate PECHS Presentation TEC 39.106(b)(8)			
4) Students will be made aware and encouraged to apply for admission to Pasadena Early College High School. Eighth grade field trip to CTHS. School Climate TEC 39.106(b)(8)			
5) Our Campus Parent Liason will Partner with Houston A+ Non Profit to foster a culture of a 'path to college' in Jackson's community. Jackson Intermediate will participate in community walks to engage and initiate talks with parents partnering with them to support our students. 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.			
 = Accomplished  = No Progress  = Discontinue			

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By June 2020, 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



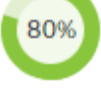


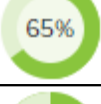
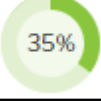

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Every new teacher will be provided a mentor throughout the year to maximize support for first year teachers. Teacher Quality TEC 39.106(b)(1)(5)			
2) Host a New Teacher Orientation luncheon and invite new teachers, their mentors, and department 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. Teacher Quality TEC 39.106(b)(1)(5)			
6) Teachers will be provided time and opportunities to complete at least one peer observation per six weeks grading period. Teacher Quality TEC 39.106(b)(1)(5)			
7) Curriculum coaches in the areas of ELAR, Social Studies, Math, and Science will be provided as a support to all staff members. Coaches will provide staff development opportunities, model lessons, and provide ideas on instructional techniques, suggestions for resources, and to maintain overall focus on district wide curriculum Administrators, Instructional Specialist, Campus Coaches, and teachers will perform Instructional Walks and provide effective feedback to grow teachers. Teacher Quality TEC 39.106(b)(1)(5)			





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) The campus will hire peer facilitators to provide support for teachers and at-risk students.			
9) The campus will hire Title I instructional aides to provide student support in the classroom.			
10) The campus will utilize a software system (Plan 4 Learning) for the Campus Improvement Plan			
11) The campus will hire Title I Content Specialist to support Math teachers and all students in the classroom.			
 = Accomplished  = No Progress  = Discontinue			

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: By June 2020, Jackson will increase parent involvement through various parental involvement activities by 20%.

Accountability Area Targeted: State Accountability








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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, Truancy Officers, and Communities in Schools will provide social services for parents in need and continue to help with monitoring students' grades, attendance and conferencing and providing tutorial times. Family Engagement TEC 39.106(b)(4)			
6) Provide CIS to identified students which includes parental involvement programs. Family Engagement TEC 39.106(b)(4)			
7) Parents will be active stakeholders in the campus by participating in the LPAC Committee and SBDM Committee. Jackson will continue to foster strong parents relationships. Our 'Parent Ambassadors' will continue to help with this tie and also inform our parents about college readiness.			
8) The Parent Coordinator together with the Houston A+ Challenge Partnership offers CATE Opportunities for 8th Graders. Through these resources we expect to reach out to more of our parents to have them as meaningful partners in their child's education.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
 = Accomplished  = No Progress  = Discontinue			

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.








Performance Objective 1: By June 2020, Jackson Intermediate will increase the number of business and community partnerships by 20%.

Accountability Area Targeted: State Accountability


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Continue our partnership with Albemarle. Continue monthly Mentor Program with Albemarle. CIS Mentoring Family Engagement TEC 39.106(b)(4)			
2) Partner with Harris County Department of Education to provide on-site Adult ESL and Computer classes. Family Engagement TEC 39.106(b)(4)			
3) Recruit businesses and community members for our Career Day. Family Engagement TEC 39.106(b)(4)			
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 holiday baskets.			
 = 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 June 2020, 80% of Jackson 8th graders will meet the proficiency standard on the Technology Literacy Assessment.
Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Increase technology integration in classroom lessons.Academic Performance TEC 39.106(b)(10)			
2) Continue training for teachers for 1 to 1 initiative where students have a tablet to help them with the technology integration.			
3) Expand students' opportunities for learning computer technology TEKS through the use of tablets, mobile labs to search for information, create projects and complete assignments in order to accomplish grade level TEKS and provide academic enrichment.Academic Performance TEC 39.106(b)(10)			
4) Regularly use instructional software in various content areas including - Accelerated Reader, Learning.com, Literably,IXL, Schoology, Explore Learning, Gizmos, Edu-smart. and various web tools Academic Performance TEC 39.106(b)(10)			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: By June 2020, 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		
	Nov	Aug	Aug
1) Encourage teachers to participate in district technology training.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Provide Technology Training on campus.			
3) Teachers will fully utilize available technology such as Promethean Boards, Document Cameras, Activ-Expressions, Gizmos, tablets to increase student engagement in the classroom.			
4) Evaluate status of technology hardware in computer labs and classrooms and replace and update equipment.			
5) Continue to provide the Administrative team with technology to facilitate walkthroughs and various administrative responsibilities.			
 = Accomplished  = No Progress  = Discontinue			



















Jensen Elementary Performance Objectives 2019-2020

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		
	Nov	Aug	Aug
1) Implement and monitor the district scope and sequence for all courses in grades PK to 4			
2) Provide staff development to ensure consistent implementation of curriculum and rigor and relevance standards			
3) Implement gradual release model for lesson design and delivery			
4) Use on-line databases, eBooks, books, and other resources for teaching specific TEKS.			
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.			
6) Create master schedules that will provide common planning time for teams of teachers.			
 = 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		
	Nov	Aug	Aug
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation.			
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency.			
3) Provide staff development opportunities for regular education teachers on the intervention and special education referral and 504 process.			
4) Provide staff development on data disaggregation and how the data will drive instruction.			
5) Use data desaggregation to drive insruction			
 = Accomplished  = 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		
	Nov	Aug	Aug
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.			






















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Use grade and/or content specific grading rubrics.			
4) Use district guidelines regarding the appropriate use of homework.			
5) Use district wide grade and/or content appropriate retest standards.			
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Create a staff development plan that supports implementation of district-wide initiatives and TEKS.			
2) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
3) Establish and support campus curriculum planning meetings or sharing.			
4) Allow time for consistent team planning, as well as campus-based staff development. [1.8.1]			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
2) Continue/maximize the campus use of Accelerated Reading Instruction.			
3) Provide time and materials for purposeful reading during the school day.			
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			
5) Provide staff development on reading strategies.			
6) Provide library books and online resources to support all learning styles.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Follow district G/T identification procedure.			
2) Promote G/T Summer Exploration Camp opportunities.			
3) Participate in Texas performance Standards Project			
4) Implement G/T Pullout program for identified students			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Campus intervention committees will develop plans for students failing or in danger of failing a subject area.			
2) Ensure the implementation of 504 accommodations for eligible students.			
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Provide support to parents of at risk students.			
5) Provide tutoring with contract teachers during the school day			
6) Implement research-based programs designed to accelerate student learning. LLi & Soluciones			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection			
2) Provide opportunities for staff to attend ESL and ELPS training.			
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum			
4) Implement the ESL scope and sequence at all grade levels			
 = Accomplished  = 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.










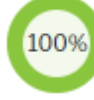


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students			
2) Provide conflict resolution, bullying and Conscious Discipline training opportunities for students and staff			
3) Create a crisis management plan, including safety drills			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior			
5) Provide character education programs			
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors			
7) Provide staff development concerning abuse and reporting obligations			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Participate in district-wide coordinated school health initiatives.			
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis			
4) Administer Fitnessgram and use report to drive instruction			
5) Provide parent education opportunities for coordinated school health			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Teachers will call all students that are absent and encourage them to attend school. (SG-Attendance - White)			
2) Students will receive Perfect Attendance recognition			
3) OnTime DanceTime Students participate in a dance off for attendance.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Campus will follow district procedures in addressing Transition requirements for students with disabilities			
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timeline.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Campuses will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timeline.			
5) Campuses will follow district procedures regarding parental request for special education evaluation.			
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for a test other than the regular state test (i.e., PLAFF's, IEPS, deliberations) and (3) utilizing District/State required STAAR A and STAAR Alternative Participation Requirement Forms			
7) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			
8) Follow district policy to ensure students with disabilities have access to facilities			
9) Provide training for all teachers working with students with disabilities			
10) Include special education teachers in training given in the area of dyslexia and related disorders.			
11) Monitor the number of students with disabilities being served in least restrictive environments.			
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction			
13) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements			
<div>  = Accomplished  = No Progress  = Discontinue </div>			

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		
	Nov	Aug	Aug
1) Encourage more students to attend college by promoting College Week			
2) Establish higher education promotion campaigns			
 = 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		
	Nov	Aug	Aug
1) Provide students with real world experiences that explore a wide range of careers			
2) provide opportunities for students to explore various career opportunities through an annual Career Day			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide team building opportunities to increase skills in building relationships.			
2) Provide mentorship and staff development opportunities to new personnel			
3) Expand leadership and mentoring opportunities for staff			
4) develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff			
5) Support all campus meetings, data, curriculum, intervention, etc.			
 = Accomplished  = No Progress  = Discontinue			










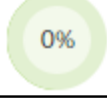
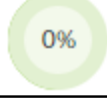



Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

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		
	Nov	Aug	Aug
1) Provide parent education on various topics			
2) Encourage student attendance			
3) Implement parent volunteer partnership			
4) Provide educational resources for parents on the website			
5) Implement Watch D.O.G.S. program			
6) Host Daddy/Daughter Dance and Mommy and Me Dance			
 = Accomplished  = No Progress  = Discontinue			











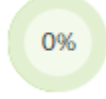

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: During this school year, we will increase community involvement in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Expand learning opportunities for students in school/community service			
2) Promote student/parent/business involvement through volunteerism			
3) Community Outreach Performances			
4) 3. Mentor Program for Kids			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Classrooms will be equipped with at least the minimum requirements for the 21st century classroom			
2) Increase the integration of technology into instruction, curriculum and assessment, PK -4 as outlined in the District Technology Plan			
3) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements			
 = Accomplished  = No Progress  = Discontinue			




Jessup Elementary Performance Objectives 2019-2020

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.




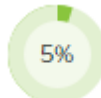


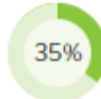


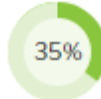





Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
2) Integrate relevant literacy skills across all content areas with the focus on increasing reading levels of our K-2 English students so that more students are on level by the time they reach 3rd grade.			
3) Vertically align Writing Instruction so that students are more proficient writers by the time they are in 4th grade.			
4) 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.			
5) Build and convene vertically aligned Math, Reading and Writing curriculum committees to share successful implementation of research based instructional practices.			
6) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = 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.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Analyze student-by-student assessment data. Create intervention goals based on essential standards for struggling learners.			
2) Provide staff with TELPAS longitudinal data on the percentage of EL students making progress towards English proficiency.			
3) Provide academic support for our Bilingual students so that English reading levels are closer to grade level by the conclusion of 3rd grade.			
4) Use Connect Platform data to drive instruction in all 4th Grade classes (and make adjustments based on the specific needs of English Language Learners, Special Education Students, and Struggling Learners).			
 = Accomplished  = No Progress  = Discontinue			











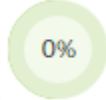

Performance Objective 3: Provide staff development that focuses on the implementation of effective instruction strategies designed to meet the needs of all students and close the achievement gap between student groups.

Targeted or ESF High Priority










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: Implement reading initiatives designed to increase the reading skills of all students evidenced by exceeding state performance levels.

Targeted or ESF High Priority













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
2) Provide staff development about reading strategies.			
3) Provide library books and on-line resources to support all learning styles.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Follow district G/T identification procedures to increase the number of identified GT students			
2) G/T students will participate in the Texas Performance Standards Project as well as other G/T pull-out activities.			
 = Accomplished  = 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.

Targeted or ESF High Priority










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Campus Leadership Team will meet quarterly to monitor and adjust Jessup Elementary's CIP and Targeted Support Plan, and discuss appropriate interventions based on soft and hard data.			
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.			
3) Provide additional and individualized support to parents of at-risk students.			
 = 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's.











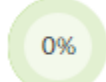

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide Spanish language materials for all teachers working with EL students, and to integrate Spanish language books within the library collection.			
2) Prepare bilingual/EL students for an appropriate and timely transition by following the district's English Language Development curriculum.			
 = 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		
	Nov	Aug	Aug
1) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			
2) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.			
 = 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		
	Nov	Aug	Aug
1) Participate in district wide-coordinated school health initiatives including parent education opportunities for coordinated school health.			
2) Continue to develop the Campus Health Safety Advisory Committee to support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
 = 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.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			
 = Accomplished  = No Progress  = Discontinue			








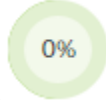

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above for all students.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problem.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			
 = Accomplished  = 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.





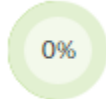

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide staff development opportunities for teachers working with special education students in the 4th grade (navigating the Connect curriculum with students who require modifications and accommodations to grade level material).			
2) Campus will provide instructional materials and training for all teachers working with students with disabilities.			
 = 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 Summit (PISD Connect) learning systems in our 4th grade classrooms.

Targeted or ESF High Priority













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Increase the integration of technology into the 4th grade curriculum via Connect Platform.			
 = 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		
	Nov	Aug	Aug
1) Encourage more students to attend college by promoting College Week and having students participate in career day.			
 = 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		
	Nov	Aug	Aug
1) Provide support and staff development opportunities to increase professional skills.			
2) Expand leadership opportunities for staff.			
3) 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.





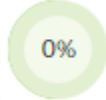

Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Include parent education component in orientation and other parent programs.			
2) Provide parent education programs on various topics.			
3) Provide opportunities for parents to attend grade level and content specific meetings.			
4) Integrate our new Parent Coordinator position into the fabric of 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		
	Nov	Aug	Aug
1) Expand learning opportunities for students, parents, and business involvement in school/community service.			




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Continue campus spotlight and/or awards for exceptional service (i.e. teacher of the year, paraprofessional of the year, volunteers, 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.

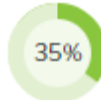


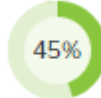

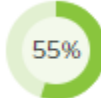



Performance Objective 1: We will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Increase in meetings with school-based behavior intervention team in order to discuss Tier II and Tier III behavior students as well as utilizing behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.			
2) Implementation of safety crisis management plans and software (Crisis Go), including the implementation and practice of 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.			
6) Provide or coordinate training in mental health and trauma informed care.			
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.			

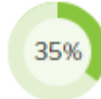





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			




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		
	Nov	Aug	Aug
1) Provide ongoing training for crisis management with an emphasis on MERT and ALICE.			
2) Provide ongoing training to campus MERT by incorporating Stop the Bleed.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: The ACE After School Program will provide intervention/enrichment opportunities for students while reaching and/or exceeding enrollment targets.













Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers and ACE program work together to maximize student participation based on student needs.			
2) The ACE program will work in conjunction with school's parent coordinator to provide parent education and/or involvement programs to the students enrolled in ACE.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: CIS will increase distribution of services and enrollment by 10%.

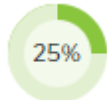





Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) CIS will service students in need of behavioral intervention, emotional, and attendance issues.			
2) The grant funded CIS VOCA counselor will provide counseling services for students and /or families who are currently or recently involved in a crisis or trauma situation.			
3) CIS will provide and/or support parenting classes and/or events.			
 = Accomplished  = No Progress  = Discontinue			










Keller Middle School Performance Objectives 2019-2020







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		
	Nov	Aug	Aug
1) Acquire quality instructional materials and assessments in the core content areas and to support core area classes. CSF Academic Performance			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Implement a system for competency-based instruction and standards-based assessments for students.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) All content areas will complete district CBAs. CSF Academic Performance			
2) All content areas will complete target tests and/or 3 week assessments. CSF Academic Performance			
3) Students and teachers will use data notebooks to track their data from CBAs. CSF Quality Data			
















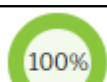


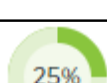


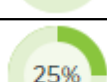
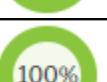







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) All students will take the Reading and Math MAP tests.			
 = Accomplished  = No Progress  = Discontinue			







Performance Objective 3: Implement a tiered professional development plan to support the effective delivery of a rigorous curriculum.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide quality staff development based on teacher needs and surveys.			
2) Train teachers on Connect Personalized Learning throughout the year through trainings, and visits to other campuses.			
 = Accomplished  = No Progress  = Discontinue			






















Performance Objective 4: Implement an articulated phase-in plan and sustained formative evaluation system for district instructional initiatives.





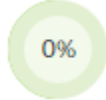

Performance Objective 5: Create a systematic process that ensures every student receives the time and support needed to learn at high levels.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will disaggregate their curriculum data, and use this information to plan their lessons, and create tutorials. CSF Quality Data			
2) Provide assistance to at risk students through Title I program, the ACE program, tutoring program, and extended day program. CSF Quality Data			
3) Students will attend a daily tutorial or enrichment period based on their academic need. CSF Quality Data			
4) Evaluate and appropriately place each bilingual student in classes that prepare the student to exit the program. CSF Quality Data			
5) Notify parents and provide enrichment for students when grades fall below 74%. Begin appropriate interventions when student is at risk of failing. Offer students extended day, extended year or other opportunities for growth. CSF Quality data			
6) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction. CSF Use of Quality Data			
7) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
8) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR M/STAAR Alt (i.e. PLAFFs, IEPs, deliberations) and (3) utilizing TEA required STAAR Modified and STAAR Alternative Participation Requirement Forms. CSF Academic Performance and Use of Quality Data			
9) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting. CSF Quality Data			
10) Special education case managers and the 504 coordinator will meet with regular education teachers to make sure IEPs and IPPs are implemented.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
11) All staff will receive modifications/accommodations for all special education and 504 students.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Student use of personal technology in the classroom during teacher-directed educational activities. CSF Academic Performance			
2) Technology will be implemented into classroom instruction through the student use of computers in each core content classroom.			
3) Provide GT students with opportunities to extend the core curriculum to an appropriate level that challenges the abilities of gifted learners.			
4) Students entering 5th grade math and 6th grade will have the opportunity to participate in pre advanced placement courses. CSF QQuality Data			
5) Acquire hardware and software to accommodate the student population and their learning needs.			
6) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.			
7) Special education and 504 students will have the opportunity to participate in all school activities			







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Students will have the opportunity to participate in the Connect Personalized Learning Program.			
 = 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: 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		
	Nov	Aug	Aug
1) Students will have the opportunity to explore various college programs during college week.			
2) All 6th grade students will participate in the Kids 2 College program, and visit the University of Houston.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Keller Middle School will host a Career Day with community members who will discuss their current careers, and the needed education for their specific career.			
 = Accomplished  = 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		
	Nov	Aug	Aug
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			











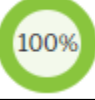







Performance Objective 4: Attract and recruit high-quality personnel.

Performance Objective 5: Provide learning experiences to support the growth and advancement of all employees.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Train staff on Eduphoria, Skyward, Mizuni, and other technology applications. CSF Teacher Quality			
2) Teachers will attend Teacher-to-Teacher staff development workshops during the school year presented by their fellow Keller teachers. CSF Teacher Quality			
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			
4) Teachers will have opportunities to serve on campus committees, participate in book studies, attend staff development and participate in team building activities.			
5) Provide staff development based on student data, needs assessment, and parent and teacher surveys.			
6) New teachers will have mentors and attend monthly meetings CSF Teacher Quality			
7) Peer facilitators will be used as instructional coaches and leaders for each core content area			
 = 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		
	Nov	Aug	Aug
1) Parents will have opportunity to participate in ESL classes through San Jacinto College. CSF Family Engagement			
2) Parents will be informed of upcoming events through monthly calendars, School Messenger call outs, and Facebook messages, and have opportunities to be a part of school activities. CSF Family Engagement			
3) Parents will be offered classes to deal with pre teens and current issues. CSF Family Engagement			
4) Parents will be encouraged to be a part of the academic team for their student. Classes will be offered to help parents help their students be successful in school. CSF Family Engagement			
5) Parents will be invited to participate in the following family events: Meet the Teacher, Open House, Family Muster Nights, Student Dances, Award Ceremonies, Bring Your Parent to PE, Donuts with Dads, and Parent University events. CSF Family Engagement			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Keller Middle School will host a Career Day with community members who will discuss their current careers, and the needed education for their specific career.			
2) Staff will build positive relationships with all parents. Staff will offer parent classes throughout the year. CSF Family Engagement			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Keller Middle School will host a Career Day with community members who will discuss their current careers, and the needed education for their specific career.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Schoolwide character education lessons will be broadcast and discussed weekly during homeroom.			
2) The Safe and Civil Committee will monitor common area procedures and student behavior and present solutions to the staff at faculty meetings.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Campus will follow district policy to ensure students with disabilities have access to facilities			
 = 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		
	Nov	Aug	Aug
1) Students will have opportunities to participate in community events such as City Council meetings, throughout the year.			
 = Accomplished  = 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.



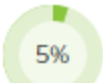
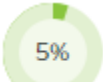



Performance Objective 6: Increase the social, emotional and physical well-being of staff members to promote a healthy learning environment.




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Keller Middle School will participate in the different wellness challenges through the CHAC committee.			
 = Accomplished  = No Progress  = Discontinue			

Kendrick Middle School Performance Objectives 2019-2020





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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) All teachers will utilize language acquisition strategies on a regular and ongoing basis when planning and teaching.			
TEA Priorities Build a foundation of reading and math 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.			
TEA Priorities Build a foundation of reading and math 3) Implement Personalized Learning (Connect program) at Kendrick MS to tailor instruction to meet the needs of various learners.			
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) Teachers will use various educational resources to support and increase student learning throughout the school year.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Enhance student Literacy through the development of a Literacy Committee to oversee campus literacy initiatives and use of various resources.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 6) Teachers will be provided planning days to plan highly effective lessons in an effort to increase student learning.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = 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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) 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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Provide students with a 50/50 model of Dual Language instruction in all core areas.			
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Create and sustain a Chess Club for all students.			
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Participation of students in a campus Science Fair that will lead to participation in the district Science Fair.			
TEA Priorities Connect high school to career and college 3) Participation of GT students in the annual district GT Showcase.			
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) Participation of students in a campus Spelling Bee that will lead to participation in the district Spelling Bee.			
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 5) Select a given number of students to participate in the STARBase program yearly to provide students with STEM opportunities outside of the classroom.			
TEA Priorities Connect high school to career and college 6) Create and sustain a Science club to provide outside activities and opportunities for additional student learning.			
TEA Priorities Connect high school to career and college Improve low-performing schools 7) Create and sustain an Art Club to provide students an opportunity for extended art projects.			





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 8) Partner with the City of Pasadena to provide an opportunity for our students to participate in a volleyball league.			
TEA Priorities Build a foundation of reading and math Connect high school to career and college 9) Create a "Name That Book" team to participate in the district "Name That Book" competition.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 5: Provide learning opportunities for struggling students to support the need for additional learning.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Utilize a pull out method for a targeted group of individuals in which staff provide targeted intervention based on student levels of learning.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Support SPED students by integrating 100 minute ELAR blocked classes into the master schedule			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Support SPED students by pulling small group interventions.			








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Create a flexible dyslexia schedule by our DAIT to address the needs of our dyslexic students throughout the year.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Ensure all ELAR teachers are attending the ESL Institute provided by the district and monitoring teachers are taking the test within a 6 month period at the conclusion of the training.			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Create a Teacher Leadership Collaborative and utilize this group to make campus based decisions.			
TEA Priorities Recruit, support, retain teachers and principals 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.			
TEA Priorities Recruit, support, retain teachers and principals 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.			
TEA Priorities Recruit, support, retain teachers and principals 4) Create and sustain a committee that focuses on positive behavior supports and interventions as well as address the safety needs of the campus.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Bronco Brags are used by all staff to recognize others and say thank you for various reasons.			
TEA Priorities Recruit, support, retain teachers and principals 2) Plan and coordinate regular team building activities that includes all teachers and staff.			




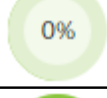
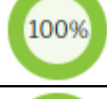
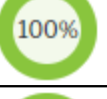
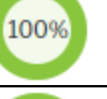
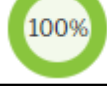
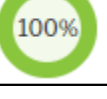
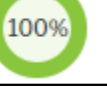



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 3) Recognize Teacher and Staff Birthdays throughout the year.			
TEA Priorities Recruit, support, retain teachers and principals 4) Teachers are voted on and selected as Teachers of the Month throughout the school year.			
TEA Priorities Recruit, support, retain teachers and principals 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.			
TEA Priorities Recruit, support, retain teachers and principals 6) Create a New Teacher Academy that is designed to support new Kendrick teachers each year.			
TEA Priorities Recruit, support, retain teachers and principals 7) Recognize teachers instructional successes at monthly faculty meetings through various methods.			
 = Accomplished  = 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.


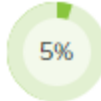



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Music Educators will attend TMEA.			
 = Accomplished  = No Progress  = Discontinue			

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.


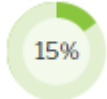
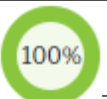


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Dual Language Teachers will conduct Dual Language Parent Conferences twice per year to meet with and discuss student progress for students in the Dual Language Program.			
TEA Priorities Connect high school to career and college Improve low-performing schools 2) Provide parenting classes that target specific topics that affect students at the middle school level.			
TEA Priorities Connect high school to career and college 3) Plan at least 2 parent events per semester that invite parents to become an active member in their students education.			
TEA Priorities Improve low-performing schools 4) Create and maintain a campus website and Facebook page to communicate and promote Kendrick events.			
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.			
6) Plan an Open House to allow parents the opportunity to meet all their student's teachers and to encourage parent/teacher communication.			
 = Accomplished  = 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.

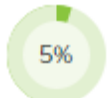

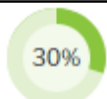
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) Develop, plan and monitor parent involvement for various parenting classes and parent events throughout the school year.			
 = Accomplished  = No Progress  = Discontinue			




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		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) Teachers and Staff will implement the use of CHAMPS and components of Conscious Discipline throughout the school day.			
TEA Priorities Improve low-performing schools 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.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) Kendrick Middle School will maintain a Student Council to promote citizenship opportunities to the students.			
TEA Priorities Build a foundation of reading and math Connect high school to career and college 2) Students will be taught about Digital Citizenship to promote appropriate and safe usage of the internet and computers.			
TEA Priorities Improve low-performing schools 3) Students will be selected to be a "Pledge Pal" and recite the pledges each morning.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Teachers will present Character Education lessons weekly during homeroom.			
TEA Priorities Improve low-performing schools 2) Kendrick Middle School will partner with Communities in Schools and a Crisis Counselor to offer a variety of social-emotional as well as academic supports.			
 = Accomplished  = No Progress  = Discontinue			






















Kruse Elementary Performance Objectives 2019-2020













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.

Targeted or ESF High Priority




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Monitor curriculum implementation through campus walkthroughs. TS - All students including SpEd			
2) Implement the district scope and sequences for all courses in grades Pk to 4. TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. TS - All students including SpEd			
TEA Priorities Build a foundation of reading and math 4) Integrate relevant literacy skills across all content areas. TS - All students including SpEd			












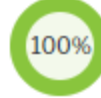






Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 5) Implement gradual release model for lesson design and delivery TS - All students including SpEd			
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. TS - All students including SpEd			
TEA Priorities Build a foundation of reading and math 7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS. TS - All students including SpEd			
TEA Priorities Build a foundation of reading and math 8) Use on-line databases, eBooks, books, and other resources for specific TEKS. TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals 9) Provide staff development on utilization of on-line databases and resources. TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals 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] TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals 11) Build and convene content area curriculum committees/teams to share successful implementation of research based instructional practices. [1.4.4] TS - All students including SpEd			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 12) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. [1.6.1] TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 13) Develop and provide research based instructional strategies and staff development plan for technology integration. [1.5.2] TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals 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] TS - All students including SpEd			
 = 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 referrals to intervention.



















Targeted or ESF High Priority







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education participation. [PBM] TS - All students including SpEd			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. [PBM]- TS - All students including SpEd			
TEA Priorities Build a foundation of reading and math 3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments. [PBM] TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process. TS - All students including SpEd			
TEA Priorities Build a foundation of reading and math 5) Provide staff development on data disaggregation and how the data will drive instruction. [1.3.1] TS - All students including SpEd			
TEA Priorities Build a foundation of reading and math 6) Use data disaggregation to drive instruction. TS - All students including SpEd			
 = 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.










Targeted or ESF High Priority
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Create a staff development plan that supports implementation of district-wide initiatives. [1.7.2] TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Provide staff development (Data Talks) on differentiation/scaffolding designed to meet the learning needs of every student. [PBM] TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor [PBM, P16] TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Teachers will attend training opportunities for curriculum components needed to increase relevance. TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. [1.7.1] TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 6) Establish and support campus PLCs. TS - All students including SpEd			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. [1.8.1] TS - All students including SpEd			
 = 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.




Targeted or ESF High Priority



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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. TS - All students including SpEd			
TEA Priorities Build a foundation of reading and math 2) Provide time and materials for purposeful reading during the school day. TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Provide information to teachers regarding special reading needs of dyslexia students. TS - All students including SpEd			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Provide staff development about reading strategies. [PBM] TS - All students including SpEd			
TEA Priorities Build a foundation of reading and math 6) Provide library books and online resources to support all learning styles. TS - All students including SpEd			
TEA Priorities Build a foundation of reading and math 7) Continue the campus use of Accelerated Reading Instruction			
 = 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.
















Targeted or ESF High Priority




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Follow district G/T identification procedure. TS - All students including SpEd			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Promote G/T Summer Exploration Camp opportunities. TS - All students including SpEd			
3) Participate in Texas Performance Standards Project. TS - GT Students			
TEA Priorities Recruit, support, retain teachers and principals 4) Students will be clustered and instructed by G/T Certified teachers. TS - GT students			
5) Implement G/T Pullout program for identified students. TS - GT students			
6) Promote participation in the Duke Talent Search program in fourth grade. TS - GT students			
 = Accomplished  = 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.














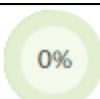

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) 1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. TS - All students including SpEd			
TEA Priorities Build a foundation of reading and math 2) Ensure the implementation of 504 accommodations for eligible students. TS - 504 Students			
TEA Priorities Build a foundation of reading and math 3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. TS - All students including SpEd			
TEA Priorities Build a foundation of reading and math 4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. TS - All students including SpEd			
5) Provide additional and individualized support to parents of at risk students. TS - All students including SpEd			
6) Participate in transition meetings to support ELL students as they move from 4th to 5th grade. TS - All students including SpEd			
7) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. TS - All students including SpEd			
TEA Priorities Build a foundation of reading and math 8) Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = 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.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection. [PBM] TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. TS - All students including SpEd			
TEA Priorities Build a foundation of reading and math 3) Prepare bilingual ELL students for an appropriate and timely transition by following the district bilingual continuum. [PBM] TS - All students including SpEd			
TEA Priorities Build a foundation of reading and math 4) Implement the ESL scope and sequence at all grade levels. TS -All students including SpEd			
 = Accomplished  = No Progress  = Discontinue			







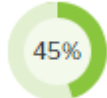











Performance Objective 8: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students. TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals 3) Create a crisis management plans, including safety drills. TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals 4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals 5) Provide Gang awareness and Character Education programs.			
TEA Priorities Recruit, support, retain teachers and principals 6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic inappropriate behaviors. TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals 7) Provide staff development concerning abuse and reporting obligations.			
 = 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.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Participate in district-wide coordinated school health initiatives. TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals 2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. TS - All students including SpEd			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.. TS - All students including SpEd			
4) Administer Fitnessgram and use reports to drive instruction. TS - All students including SpEd			
5) Provide parent education opportunities for coordinated school health at each campus.			
 = 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.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Use district wide grading standards that are linked to student expectations and are based on best practices. TS - All students including SpEd			
TEA Priorities Build a foundation of reading and math 2) Record grades that accurately communicate mastery or non mastery on specific student expectations. TS - All students including SpEd			
TEA Priorities Build a foundation of reading and math 3) Use grade and/or content specific grading rubrics. TS - All students including SpEd			
TEA Priorities Build a foundation of reading and math 4) Use district guidelines regarding the appropriate use of homework. TS - All students including SpEd			
TEA Priorities Build a foundation of reading and math 5) Use district wide grade and/or content appropriate retest standards. TS - All students including SpEd			
TEA Priorities Build a foundation of reading and math 6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. TS - All students including SpEd			
 = Accomplished  = No Progress  = Discontinue			




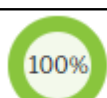
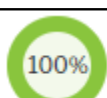
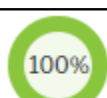
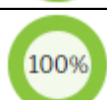
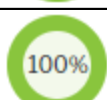
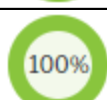
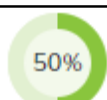

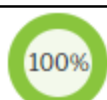
Performance Objective 11: Increase the campus attendance rate to 97% or above for all students.




























Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems. TS - All students including SpEd			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance. TS - All students including SpEd			
 = 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.
















Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. TS - All students including SpEd			
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines. TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. TS - All students including SpEd			
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. TS - All students including SpEd			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Campus will follow district procedures regarding parental request for specials education evaluation. TS - All students including SpEd			
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. TS - All students including SpEd			
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. TS - All students including SpEd			
8) Campus will follow district policy to ensure students with disabilities have access to facilities. TS - All students including SpEd			
9) Campus will provide instructional materials and training for all teachers working with students with disabilities. TS - All SpEd students			
TEA Priorities Recruit, support, retain teachers and principals 10) Special education teachers are included in training given in the area of dyslexia and related disorders.			
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.			
TEA Priorities Build a foundation of reading and math 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. TS - All students including SpEd			
 = 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.

Targeted or ESF High Priority










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide the technical support needed to administer the iStation assessments that are required. TS - All students including SpEd			
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom." TS - All students including SpEd			
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan. TS - All students including SpEd			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. TS - All students including SpEd			
 = 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, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.














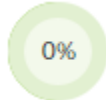

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) 1) Encourage more students to attend college by promoting College Week.			
TEA Priorities Connect high school to career and college 2) Establish higher education promotion campaigns.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) Provide students with real world experiences that explore a wide range of careers.			
TEA Priorities Connect high school to career and college 2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Provide support and staff development opportunities to increase skills in building relationships. TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide mentors and staff development opportunities to new personnel. TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals 3) Expand leadership and mentoring opportunities for all staff. TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals 4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. [4.5.1] TS - All students including SpEd			
 = 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.














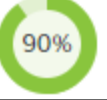




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Include parent education component in orientation programs. TS - All students including SpEd			
2) Provide parent education at all campuses on various topics. TS - All students including SpEd			
TEA Priorities Build a foundation of reading and math 3) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. TS - All students including SpEd			
4) Provide parent workshops regarding reading with children, online resources and eBooks. TS - All students including SpEd			
5) Provide educational resources for parents on the campus website.			
TEA Priorities Build a foundation of reading and math 6) Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title 1 information, and TAPR data, test results, etc. TS - All students including SpEd33			
 = 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		
	Nov	Aug	Aug
1) Promote student/parent/business involvement through volunteerism. TS - All students including SpEd			
2) Promote service organizations for students in school (Student Council, Safety Patrol, etc.). TS - All students including SpEd			
TEA Priorities Recruit, support, retain teachers and principals 3) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers) TS - All students including SpEd			
 = 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		
	Nov	Aug	Aug
1) Provide or coordinate training in mental health, trauma informed care and kinesthetic learning. TS - All students including SpEd			
2) Provide opportunities to attend behavior management training. TS - All students including 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). TS - All students including SpEd			
4) Recruit, support, retain teachers and principals. 4) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors. TS - All students including SpEd			
5) Implement and age appropriate and vertically aligned guidance curriculum. TS - All students including SpEd			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Provide training to campus Medical Emergency Response Team (MERT) by incorporating Stop the Bleed			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide opportunities for employees to be trained in personal safety.			
TEA Priorities Recruit, support, retain teachers and principals 3) Provide opportunities for staff to attend district ALICE trainings.			
TEA Priorities Recruit, support, retain teachers and principals 4) Develop and implement campus Emergency Operation Plans and safety drills, including unification plan.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Targeted or ESF High Priority



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) 1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
 = Accomplished  = No Progress  = Discontinue			


































L.F. Smith Elementary Performance Objectives 2019-2020


































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 June of 2020, all 3rd and 4th grade students (all student groups including special education) will meet the STAAR reading target (44% or better), meet the STAAR math target (37% or better), and meet the growth targets for math and reading (66 and 71).

Targeted or ESF High Priority


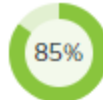












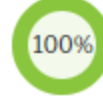



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) 3rd and 4th grade teachers will follow district timelines and create lesson plans with greater depth/clarity to ensure that all students have access to the full curriculum. PF's will provide lesson plan training with a template to guide lesson planning process and PF's will provide ongoing lesson planning support.			
2) Administer MAP test BOY, MOY, and EOY for 3rd and 4th grade students, and meet with teacher teams to review data and create next steps based on data.			
3) Disaggregate 2018-2019 campus STAAR data (BOY) and ongoing common assessment/Kamico/MAP data to evaluate student progress, align instructional strategies, and provide for reteaching opportunities through WIN. Teachers will use Kamico process (August training) to encourage students to set class and personal goals for growth. Collaborative discussions and problem solving will take place during weekly team PLC meetings. Weekly administrative leadership meetings will review Kamico tests and common assessments and data will be charted.			
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.			
5) Attend 4th grade transition meetings to align ESL instructional levels.			
6) 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.).			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
7) 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. Lesson planning support and training will be provided to 3rd and 4th grades by PF's.			
8) Hire "during the day" or after school tutorial support personnel to assist with WIN/LLI/Soluciones or grade level targeted tutoring .			
9) Continue utilizing a data room to monitor data collection (school-wide for GR levels) and grade level specific rooms for SE related data. Data will also be gathered around progress towards vertical school wide goals.			
10) Teachers will create instructional groups for WIN time and the classroom using common assessment data, CBA data, Kamico data, MAP data, etc.			
11) 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.			
12) Identified special education students will be clustered to facilitate the inclusion process.			
13) Language of instruction in bilingual classrooms will be based on student assessment data and student needs so that we are able to best prepare students for success in middle school and life.			
14) 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.			
15) Utilize small group instruction to differentiate for students' language and instructional needs (guided reading / guided math) including special education students.			
16) Ensure that GT identification procedures remain free from bias.			
17) Provide credit by exam opportunities for advanced students.			



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
18) Provide opportunities for extended learning through GT Field Trip.			
19) Provide GT students with differentiated instructional opportunities in the general education setting and in a GT pullout program.			
20) GT students will participate in the Texas Standards Project and selected students will be invited to participate in the GT Showcase.			
21) Provide field trips to enrich classroom learning experiences for grades K-4th.			
22) All students will utilize the computer labs or mobile labs to learn technology skills.			
23) 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, Accelerated Reading, etc.			
24) Utilize Accelerated Reader and web-based STAR program software in PK through 4th Grade. Utilize early literacy for PK-1st.			
25) Teachers will fully utilize available technology such as interactive projectors, document cameras, laptops, iPads, Kindles, Nooks, wireless technology, etc. Tech liaisons and district personnel will work to correct cabling issues.			
26) Utilize iStation software in PK through 4th grade (and Waterford for non-readers) to promote student academic success with a focus on intervention students.			
27) Utilize computer lab(s) before school for 3rd and 4th grade priority students so that they have extra time on iStation and/or DreamBox.			
28) Increased walkthroughs in 3rd and 4th grade - alignment checks (district timelines, lesson plans, classroom instruction) with feedback. Weekly administrative meetings will also review opportunities for PF's to support with planning, coaching, staff development.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			










Performance Objective 2: By May 2020, 90% of all 4th grade students will read at guided reading level S or beyond or will have increased at least 5 levels.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) 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.			
2) Utilize Accelerated Reader and web-based STAR program software in PK through 4th Grade. Utilize early literacy for PK-1st.			
3) Hire "during the day" tutorial support personnel to assist with WIN/LLI/Soluciones .			
4) Teachers will create instructional groups for WIN time and the classroom using common assessment data, CBA data, Kamico data, MAP data, etc.			
5) Utilize small group instruction to differentiate for students' language and instructional needs (guided reading / guided math) including special education students.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: By May 2020, 90% of all 3rd grade students will be reading at guided reading level P or will have increased at least 5 guided reading levels.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) 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.			
2) Utilize Accelerated Reader and web-based STAR program software in PK through 4th Grade. Utilize early literacy for PK-1st.			
3) Hire "during the day" tutorial support personnel to assist with WIN/LLI/Soluciones .			
4) Teachers will create instructional groups for WIN time and the classroom using common assessment data, CBA data, Kamico data, MAP data, etc.			
5) Utilize small group instruction to differentiate for students' language and instructional needs (guided reading / guided math) including special education students.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: By May 2020, 90% of all 2nd grade students (all groups including special education) will read at guided reading level M or beyond OR they will have progressed at least 4 reading levels from the BOY assessment.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) 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, and the AR Carnival.			
2) Utilize Accelerated Reader and web-based STAR program software in PK through 4th Grade. Utilize early literacy for PK-1st.			
3) Hire "during the day" tutorial support personnel to assist with WIN/LLI/Soluciones .			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Teachers will create instructional groups for WIN time and the classroom using common assessment data, CBA data, MAP data, etc.			
5) Utilize small group instruction to differentiate for students' language and instructional needs (guided reading / guided math) including special education students.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 5: By May 2020, 90% of all 2nd grade students will have made one years growth or better using MAP testing in math and reading.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) 2nd grade teachers will follow district timelines so that students have access to the full curriculum. MAP will be used to monitor student growth in reading and math.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 6: By May 2020, 95% of all 1st grade students (including special education) will read at guided reading level H or beyond.



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) 1st Grade teachers will follow district timelines so that students have access to the full curriculum.			
2) 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, and the AR Carnival.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Utilize Accelerated Reader and web-based STAR program software in PK through 4th Grade. Utilize early literacy for PK-1st.			
4) Hire "during the day" tutorial support personnel to assist with WIN/LLI/Soluciones .			
5) Teachers will create instructional groups for WIN time and the classroom using common assessment data, CBA data, Project Read/Esperanza data, MAP data, etc.			
6) Utilize small group instruction to differentiate for students' language and instructional needs (guided reading / guided math) including special education students.			
 = Accomplished  = No Progress  = Discontinue			










Performance Objective 7: By May 2020, 95% of all 1st grade students (including special education) will read 120 or more HFW and be exposed to 150+ words.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will use word walls and other strategies (guided reading, Project Read) to explicitly teach and expose students to high frequency words.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 8: By May 2020, 90% of all 1st grade students will be able to compare numbers 0-120 (place value) using number lines/paths.



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) 1st Grade teachers will follow district timelines so that students have access to the full curriculum.			
2) Teams will evaluate common assessment data to track student progress, align instructional strategies, and provide for reteaching opportunities through WIN. Collaborative discussions and problem solving will take place during weekly team PLC meetings and weekly administrative leadership meetings.			
3) Hire "during the day" tutorial support personnel to assist with WIN .			
4) Continue utilizing a data room to monitor data collection for SE related data. Data will also be gathered around progress towards vertical school wide goals.			
5) Teachers will create instructional groups for WIN time and the classroom using common assessment data, CBA data, etc.			
 = Accomplished  = No Progress  = Discontinue			







Performance Objective 9: By May 2020, 90% of all 1st grade students will be able to read, write, and represent numbers 0-120.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) 1st Grade teachers will follow district timelines so that students have access to the full curriculum.			
2) Teams will evaluate common assessment data to track student progress, align instructional strategies, and provide for reteaching opportunities through WIN. Collaborative discussions and problem solving will take place during weekly team PLC meetings and weekly administrative leadership meetings.			
3) Hire "during the day" tutorial support personnel to assist with WIN .			



















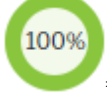
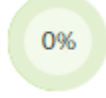

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Continue utilizing a data room to monitor data collection for SE related data. Data will also be gathered around progress towards vertical school wide goals.			
5) Teachers will create instructional groups for WIN time and the classroom using common assessment data, CBA data, etc.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 10: By May 2020, 90% of all 1st grade students will be able to add and subtract up to 20 (math facts) with automaticity.




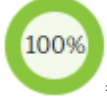


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) 1st Grade teachers will follow district timelines so that students have access to the full curriculum.			
2) Teams will evaluate common assessment data to track student progress, align instructional strategies, and provide for reteaching opportunities through WIN. Collaborative discussions and problem solving will take place during weekly team PLC meetings and weekly administrative leadership meetings.			
3) Hire "during the day" tutorial support personnel to assist with WIN .			
4) Continue utilizing a data room to monitor data collection for SE related data. Data will also be gathered around progress towards vertical school wide goals.			
5) Teachers will create instructional groups for WIN time and the classroom using common assessment data, CBA data, etc.			
6) Teachers will ensure that students have time to work on DreamBox and XtraMath to promote math fluency.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
7) District fact fluency workstations will be utilized to help students achieve mastery of facts.			
 = Accomplished  = No Progress  = Discontinue			






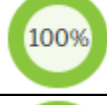





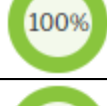
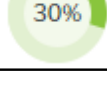
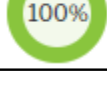
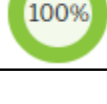



Performance Objective 11: By May 2020, 95% of all Kindergarten students will read at guided reading level D or beyond.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Kindergarten teachers will follow district timelines so that students have access to the full curriculum.			
2) 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, and the AR Carnival.			
3) Utilize Accelerated Reader and web-based STAR program software in PK through 4th Grade. Utilize early literacy for PK-1st.			
4) Hire "during the day" tutorial support personnel to assist with WIN/LLI/Soluciones .			
5) Teachers will create instructional groups for WIN time and the classroom using common assessment data, Project Read/Esperanza data, CBA data, etc.			
6) Utilize small group instruction to differentiate for students' language and instructional needs (guided reading / guided math) including special education students.			
 = Accomplished  = No Progress  = Discontinue			
















Performance Objective 12: By May 2020, 95% of all Kindergarten students will read 50 or more HFW and be exposed to 100+.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will use word walls and other strategies (guided reading, Project Read) to explicitly teach and expose students to high frequency words.			
 = Accomplished  = No Progress  = Discontinue			






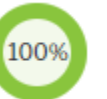



Performance Objective 13: By May 2020, 90% of all Kindergarten students will be able to represent numbers 0-20.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Kindergarten teachers will follow district timelines so that students have access to the full curriculum.			
2) Teams will evaluate common assessment data to track student progress, align instructional strategies, and provide for reteaching opportunities through WIN. Collaborative discussions and problem solving will take place during weekly team PLC meetings and weekly administrative leadership meetings.			
3) Hire "during the day" tutorial support personnel to assist with WIN .			
4) Continue utilizing a data room to monitor data collection for SE related data. Data will also be gathered around progress towards vertical school wide goals.			
5) Teachers will create instructional groups for WIN time and the classroom using common assessment data, CBA data, etc.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 14: By May 2020, 90% of all Kindergarten students will be able to compose and decompose numbers 0-10.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teams will evaluate common assessment data to track student progress, align instructional strategies, and provide for reteaching opportunities through WIN. Collaborative discussions and problem solving will take place during weekly team PLC meetings and weekly administrative leadership meetings.			
2) Hire "during the day" tutorial support personnel to assist with WIN .			
3) Continue utilizing a data room to monitor data collection for SE related data. Data will also be gathered around progress towards vertical school wide goals.			
4) Teachers will create instructional groups for WIN time and the classroom using common assessment data, CBA data, etc.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 15: By May 2020, 95% of all PK students will know 20-21 upper and lower case letters and sounds.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Pre-K teachers will follow district timelines so that students have access to the full range of PK guidelines.			
2) Teams will evaluate common assessment data to track student progress, align instructional strategies, and provide for reteaching opportunities through WIN. Collaborative discussions and problem solving will take place during weekly team PLC meetings and weekly administrative leadership meetings.			
3) Continue utilizing a data room to monitor data collection for SE related data. Data will also be gathered around progress towards vertical school wide goals.			







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Teachers will create instructional groups for WIN time and the classroom using common assessment data, CBA data, etc.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 16: By May 2020, 95% of all PK students will know 10 HFW and be exposed to 30+.
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will use word walls and other strategies to explicitly teach and expose students to high frequency words.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 17: By May 2020, 90% of all PK students will be able to make sets 1-10.
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Pre-K teachers will follow district timelines so that students have access to the full range of PK guidelines.			
2) Teams will evaluate common assessment data to track student progress, align instructional strategies, and provide for reteaching opportunities through WIN. Collaborative discussions and problem solving will take place during weekly team PLC meetings and weekly administrative leadership meetings.			
3) Continue utilizing a data room to monitor data collection for SE related data. Data will also be gathered around progress towards vertical school wide goals.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Teachers will create instructional groups for WIN time and the classroom using common assessment data, classroom checklists, rubrics, etc.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 18: By May 2020, 90% of all PK students will be able to compose numbers to 5 and will be exposed to decomposing to 5.










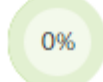


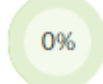














Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Pre-K teachers will follow district timelines so that students have access to the full range of PK guidelines.			
2) Teams will evaluate common assessment data to track student progress, align instructional strategies, and provide for reteaching opportunities through WIN. Collaborative discussions and problem solving will take place during weekly team PLC meetings and weekly administrative leadership meetings.			
3) Continue utilizing a data room to monitor data collection for SE related data. Data will also be gathered around progress towards vertical school wide goals.			
4) Teachers will create instructional groups for WIN time and the classroom using common assessment data, classroom checklists, rubrics, etc.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 19: By May 2020, 90% of all PK students will be able to recognize numbers to 20.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Pre-K teachers will follow district timelines so that students have access to the full range of PK guidelines.			
2) Teams will evaluate common assessment data to track student progress, align instructional strategies, and provide for reteaching opportunities through WIN. Collaborative discussions and problem solving will take place during weekly team PLC meetings and weekly administrative leadership meetings.			
3) Continue utilizing a data room to monitor data collection for SE related data. Data will also be gathered around progress towards vertical school wide goals.			
4) Teachers will create instructional groups for WIN time and the classroom using common assessment data, classroom checklists, rubrics, etc.			
 = Accomplished  = No Progress  = Discontinue			



















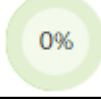








Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.






















Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Students will be encouraged to learn more about colleges and attend college as staff members spotlight colleges and universities during College Week.			
2) Encourage students to consider potential careers by having a career dress up day.			
3) 3rd and 4th Grade Students will participate in Career Day so that they have the opportunity to hear speakers talk about a wide variety of career opportunities.			
4) 4th Grade students will be given the opportunity to participate in job shadowing opportunities on campus.			
5) 4th Grade students will participate in career guidance lessons.			
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.			
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.			
8) 2nd-4th grade students will participate in college learning experiences through videos highlighting different campuses.			
 = Accomplished  = No Progress  = Discontinue			

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.



















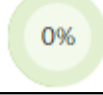








Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Continue to utilize our New Teacher Academy (ACE Camp) as a recruiting tool and to support all teachers that are new to LFS.			
2) Paraprofessionals are encouraged to go back to school to work on their teaching certification.			
3) Recruit new teachers through alternative certification programs.			
4) All teachers will be trained in the 7 Steps to a Language Rich, Interactive Classroom.			
5) Provide common daily planning time so that teachers can participate in grade level team meetings and PLC meetings.			
6) Administrators and teachers will meet several times throughout the year as part of T-TESS (goal setting, pre-conference, post-conference, etc.).			
7) Provide appropriate technology training for staff based on staff surveys.			
8) A core team of teachers and administrators will be trained in CPI and TBSI.			
9) Provide LPAC and LAS Links training for staff and parents as needed.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
10) Staff will participate in beginning of year staff development which will include T-TESS training, 7 Steps Training, Whole Brain Teaching Training, Handbook, Math/Reading Focus training, and new school procedures, etc.			
11) Work with teachers through PLC meetings to analyze data such as CBA's, common assessments, Kamico's, and classroom assignments for alignment to TEKS and to monitor student data to create WIN tutorial groups.			
12) Staff will participate in horizontal and vertical planning.			
13) Encourage staff to seek out and implement training pertinent to their grade levels and/or areas of expertise.			
14) 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, form groups based on MAP data, create common assessments, etc.			
15) Counselor and/or parent coordinator will attend Professional Development Conference.			
 = 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		
	Nov	Aug	Aug
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, PAC, and volunteering activities.			
7) Parents and students will be invited to participate in a Christmas Craft Night, FUN Night, Mad Science Night, Unplugged Day, Watch Dogs, Dominoes with Dads, Muffins with Moms, parenting classes, and other academic and/or fun family learning activities. Information on parenting skills will also be provided during events.			
8) Provide parents a "Peek at the Week" to stay informed of classroom instructional and focus activities (PK-4th grade).			
9) Provide a parent room where parents can assist on school-wide projects as well as a place for parents to take educational classes.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
10) Provide parents with the opportunity to attend grade level music programs so they can see their child perform.			
11) Provide monthly student calendar to notify parents about school events.			
12) Provide updated school web and Facebook page so that parents can stay informed about school events and have access to educational websites.			
 = Accomplished  = No Progress  = Discontinue			






















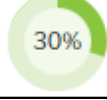
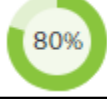




Performance Objective 2: During the current school year, community/business involvement will increase by 2%.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Partner with Mi Tienda/Horace Mann to provide materials for parent events or classroom activities.			
2) Partner with Champions staff to provide parents with alternative after school care at L.F. Smith.			
3) Partner with Houston Food Bank to provide Backpack Buddy Program and Mobile of the Month and Produce Mobile.			
4) Seek out donations to help provide breakfasts for staff during back to school week.			
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.).			

























Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Partner with ABC Dental to provide dental screenings.			
7) Partner with Harris County Health and Human Services to provide educational hygiene classes.			
8) Partner with VSP to provide eyeglass vouchers (25) for students needing glasses.			
9) Partner with Lion's Club to provide eyeglasses for students needing glasses.			
10) Partner with Sunset Methodist Church to provide school supplies and clothing for students.			
 = 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		
	Nov	Aug	Aug
1) Core team will continue to refine Safe and Civil school procedures. Faculty and staff will receive refresher procedural training during handbook conversations at the beginning of the year with updates throughout the year as needed. Parents, students, and staff will be surveyed as part of the Safe and Civil Schools process.			
2) Staff will be trained to keep building secure and students and staff safe with the following procedures: Raptor system utilization, office sign-in sheets to monitor campus visitors, proper use of custodian documents, locked exterior doors, and blue-wave system, etc.			
3) Work with district personnel and campus Safe and Civil Schools team to promote school safety and restructure common areas.			
4) Train crisis management team on procedures and location of equipment and HVAC shutdown.			
5) Partner with Fiesta to provide an alternative evacuation site for students/staff.			
6) Train staff so that they can train students (as appropriate) on safety and security procedures such as: fire drills, tornado drills, ALICE procedures, shelter in place drills, medical emergencies, etc. Counselor will continue to work with students in K-4 on ALICE safety system.			
7) Continue student badge system to promote student safety.			
8) Train Kindergarten students on Stand Strong/Stay Safe Curriculum.			
 = 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 and student attendance.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
7) We will offer monthly attendance incentives to students with perfect attendance.			
 = Accomplished  = No Progress  = Discontinue			










Lomax Middle School Performance Objectives 2019-2020

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		
	Nov	Aug	Aug
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.			
2) Teachers will focus on low SEs and use standard clarifications during planning to improve instruction for low SEs.			
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.			
4) All staff will integrate SIOP/7 Steps strategies into daily classroom instruction.			
5) Teachers will use Connect data weekly to reteach SEs that were not at acceptable passing standards from a content assessment.			
6) Teams will use Personalized Learning to assist students in becoming self-directed learners and fill in gaps			
 = 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		
	Nov	Aug	Aug
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.			
2) Monitor curriculum implementation through walkthroughs and instructional rounds.			
 = 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		
	Nov	Aug	Aug
1) The Intervention Assistance Team will meet every 6 - 9 weeks to discuss students referred by teacher teams or parents. Decisions will be made with regard to the intervention process and appropriate referrals to 504, dyslexia, speech, and special education. The IAT will act in a timely manner with all requests.			
 = Accomplished  = 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.


























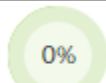

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will develop and incorporate weekly activities to follow district scope and sequence.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Teachers will develop and incorporate workshops to support the district's PLP scope and sequence.			
3) Personalized Learning - teaching students to be self-directed learners			
 = Accomplished  = No Progress  = Discontinue			










Performance Objective 5: Various resources will be used by teachers for monitoring of student expectations.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will incorporate a variety of resources for instruction, reteaching, assessment, and homework; such as Personalized Learning Platform, Edusmart, Schoology, Stemscope & Dreambox.			
2) AVID Strategies will be used by teachers to raise the level of rigor.			
3) Mentoring 1:1 Check-ins			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Teachers will use manipulatives, literacy strategies and best practices on a daily basis to increase knowledge of the content area. LEP, Tier II, and Dyslexic students will receive additional support through the use of various programs throughout the 9 weeks.			
2) Utilize personnel to implement research-based programs designed to accelerate student learning for at-risk students.			
3) Utilization of ESL strategies in every class and implementation of ELPS.			
4) 4) Morning tutorials			
5) Extended Day Tutorials for Math, Reading and Science			
6) RTI - Intervention Math/Reading			
7) Reads/Solves - partial group interventions based on SE data			
8) 8) Office hours and SDL time: partial group interventions			
 = 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		
	Nov	Aug	Aug
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.			
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.			
 = Accomplished  = No Progress  = Discontinue			


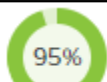
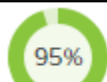



Performance Objective 8: The CHAC committee will plan and implement at least three activities that increase student and parent awareness of healthy living practices as measured by attendance at planned events.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
2) Laminated cards that contain nutritional information about common foods eaten by teens and healthy alternatives.			
3) Students will participate in physical education assessments including Fitnessgram.			
4) Coaches cover nutritional facts on the broadcast system. One time per month.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 9: 100% of campus departments will create smart goals based on student performance.








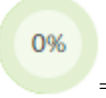

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Each department will create a smart goal for the current school year based on previous STAAR results.			
2) Each core area department will create yearly smart goals that reflect student progress which will be continually assessed and refined to meet the needs of all students.			
 = Accomplished  = 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.








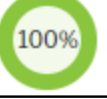
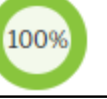

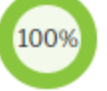

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Weekly workshops will take place in reading, math, social studies and science focusing on accelerated instruction for all students to be successful.			
 = Accomplished  = No Progress  = Discontinue			







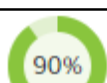
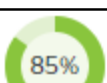
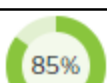
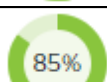
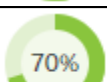
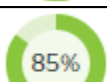
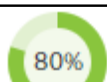
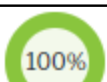
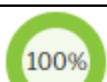
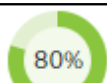


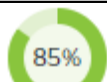
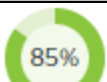
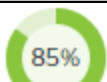



Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, the campus attendance rate will increase to 96% or higher




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Students will receive attendance recognition and rewards to promote attendance.			
2) An attendance committee will monitor all students for attendance issues and implement strategies to promote attendance.			
 = 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		
	Nov	Aug	Aug
1) Monitor ARD paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Campus will follow district procedures regarding parental request for special education evaluation.			
6) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR- (i.e., PPLAAFPs, IEPS, deliberations) and (3) utilizing District/State required STAAR and STAAR Alternative Participation Requirement Forms.			
7) Campus will follow district policy to ensure students with disabilities have access to facilities.			
8) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.			
9) Provide training for all teachers working with students with disabilities.			
10) Monitor the number of students with disabilities being served in least restrictive environment.			
11) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ard committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) All teachers will provide daily office hours for those students who are able to arrive by 8:10 a.m.			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) All reading, science, social studies and math teachers will provide weekly workshop tutoring based upon data and need. These groups will change as students demonstrate skill mastery.			
3) Teachers will use data to identify students eligible to participate in Extended Day based upon summative assessment results and student subgroups.			
4) All teachers on campus will review the previous year state assessment scores for all students.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Career Day will be held on-campus during the school day. The students will learn from professionals in the community about all types of careers and the skills needed to pursue specific occupations.			
2) During the school year, selected 5th grade students will explore science, math, and technology; incorporating these skills in real world operation and investigations. (STAR BASE)			
3) 100% of students are introduced to college through a series of college readiness activities through the PLP.			
4) Teachers will spend time during college week discussing college and their own experiences in order to promote interest and awareness of institutions of higher learning.			
5) Introduction to extracurricular activities, an important college prerequisite for students through student clubs			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) All students will receive academic planning lessons, which include goal setting, personal and career interests, as well as college university information.			
7) Teachers will show video clips of their college experience as well as information on other universities.			
8) Teacher Mentors will hold sessions with students to set long and short term academic goals.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide students with real world experiences that explore a wide range of careers.			
2) Sixth grade, Kids 2 College field trip to UH			
3) Provide opportunities for students to explore various career opportunities through an annual Career Day.			
4) Provide students and families with additional opportunities to explore post secondary opportunities (College entrance info, Duke Tip, Advanced Academics)			
5) 5th Grade Field Trip to San Jacinto.			







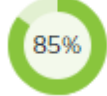


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
<div> <div>  = Accomplished </div> <div>  = No Progress </div> <div>  = Discontinue </div> </div>			







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.

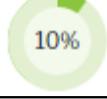
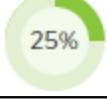

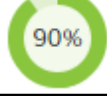


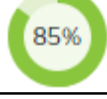





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) In the event of vacancies, administrators will work with the district human resources department to identify Highly Qualified Teachers.			
2) Carter Lomax will have a teacher on campus that will be considered the technology liaison for the campus. This person will facilitate training for the staff and offer technical assistance to teachers.			
3) Administrators, Human Resources, and teacher leaders will have a consistent and comprehensive understanding of what constitutes a highly qualified staff member.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) All new teachers will go to their mentor teacher when they have questions or concerns. They will meet at least once a week to discuss teaching strategies, classroom management, and areas of need.			
2) Each year all new teachers will receive a comprehensive introduction to Carter Lomax Middle School, Pasadena ISD, and the CLMS Community.			
3) New teachers will attend monthly meetings where they will be given effective teaching strategies and classroom management tips. They will have an opportunity to voice questions or concerns.			





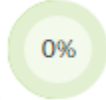

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) New teachers who belong to more than one label (ex: sped as well as math) will be paired with one official mentor within their discipline and one helper teacher who is responsible for answering questions or concerns regarding his/her area.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: Provide Team Building opportunities to increase relationships throughout the building.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Administrators and staff members will nominate a faculty member to be recognized at the district and state level for awards/honors that are appropriate for the individual.			
2) Administrators and staff members will nominate teachers for monthly teacher recognition.			
3) Staff members will voluntarily participate in "fun days" and social activities to develop school climate relationships.			
 = Accomplished  = 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		
	Nov	Aug	Aug
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.			











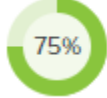




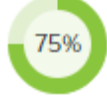





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) A campus plan has been developed for various situations. The Crisis Team has devised ways to be alerted to situations that may arise. Example: tornado, intruder, lock down, shelter in place, fire drills.			
 = Accomplished  = No Progress  = Discontinue			

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		
	Nov	Aug	Aug
1) Parents will be invited to meet their child's teacher on Curriculum Connect Evening (Open House), held in September.			
2) The number of parent volunteers will increase by 5% from the prior school year.			
3) Parent Education will be held monthly beginning in September and ending in May			
4) 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.			
5) Parents will be invited to student led conferences in September and January with the goal of 50% in attendance.			
6) Parents will have a Parent Resource Room, for volunteer and educational purposes.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: The number of parent volunteer will continue to increase each year.



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) In February a parent committee will meet to review and revise the parent policy, parent compact and parent calendar for the coming year.			
2) In March, the SBDM will meet to review the parent involvement policy, parent compact, and parent calendar of events for the coming year.			
3) In August, Lomax Staff will recruit and encourage high parent involvement.			
4) Parent meetings will occur monthly throughout the year to inform parents on how to help their students succeed in school.			
5) A volunteer reception will be held at the last school family assembly to thank the volunteers for their time and support.			
6) Numbers of parent volunteers are collected at each monthly event through sign in sheets. These numbers are submitted to the Title I district coordinator monthly. The numbers are reviewed by the campus parent coordinator on an annual basis to decide if the strategies are effective.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) A parent needs assessment will be completed by September.			
2) The assessment will be collected, analyzed and graphed to determine what type of parent education program needs to be created for the school year.			












Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Parent Education opportunities will be made throughout the year through avenues such as parent education nights, parent event committee meetings, Parent Connect Events and Activities; as well as the weekly Parent Connect newsletter.			
4) Parent literature will be sent out in English and Spanish and also made available in the office throughout the year.			
5) Parents will be invited to participate in Math, Science and ELAR information nights, they will learn strategies for each subject which can be applied at home.			
6) 10% of parents will attend muffins for mom/donuts with dads and moving with mom/dribbling with dad.			
7) 10% of grandparents will attend a grandparents week celebration in September.			
8) In September 10% of the 6th grade parents will attend an information session on Kids 2 College program and receive information about college readiness and its relevance to 6th grade students.			
9) In May 10% of parents will attend an enrollment meeting that involves an overview of the Pre-AP classes and the 5th grade GT program.			
10) From November to February, GT and Advanced Performance students will be invited to participate in DUKE TIP program.			
11) 5% of the our parents will attend parent information meetings about Career Pathways, this will be provided one per semester.			
12) The first semester, 5% of parents will attend a bully prevention information session on how to equip their child with strategies for dealing with conflict. (Held with science Family Night)			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Our team will seek parents and community members to mentor students through our Adopt-A-Colt program.			
2) Expand learning opportunities for all students in school/community service through various student clubs.			
3) Recruit and retain community resources that provide campus incentives for student success.			
4) Maintain successful annual career day by recruiting speakers from the community.			
5) Continue STEM experiences for at-risk students through our community partnership with StarBase.			
<div>  = Accomplished  = No Progress  = Discontinue </div>			




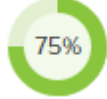








Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 1: During the current school year, 100% of students and staff will promote positive choices through using conscious discipline structures and strategies.


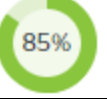


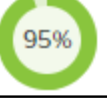
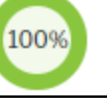



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will incorporate conscious discipline structures such as: daily commitments, celebrations boards, wish wells, and jobs.			
2) Teachers and Staff will create and teach SEL Lessons throughout the school year.			
TEA Priorities Improve low-performing schools 3) Students will be celebrated for academic progress and character through motivational yard signs. Parents will be a part of the student celebration to promote the home to school partnership.			
 = 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		
	Nov	Aug	Aug
1) Teachers will use 1:1 devices to have students acquire technology skills.			
2) Teachers will be trained on how to use the various district provided technology to enhance instruction and data disaggregation.			
3) Teachers and students will use 1:1 student laptops to assimilate real world scenario's.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Continue to utilize technology in instruction, curriculum, and assessment.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			
 = Accomplished  = No Progress  = Discontinue			






















Performance Objective 3: Carter Lomax will use Plan4Learning to complete the Campus Improvement Plan























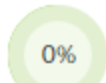

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Plan4learning will be the technology used for our CIP			
 = Accomplished  = No Progress  = Discontinue			

Mae Smythe Elementary Performance Objectives 2019-2020




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative 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 standards will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor curriculum implementation through campus walkthroughs			
2) Implement the district scope and sequence for all courses in grades Pk to 4			
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
4) Integrate relevant literacy model for lesson design and delivery.			
5) Implement gradual release model for lesson design and delivery.			
6) Use standardized rubrics for measuring responses for all writing assignments and/ or assessments of all content areas.			
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with new state Science TEKS.			







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Use on-line databases, ebooks, and other resources for specific TEKS.			
9) Provide staff development on utilization of on-line databases and resources.			
10) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.			
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.			
12) Provide instructional materials and implement research based strategies, such as the Big Eight, on a daily basis that promote a variety of learner engagement techniques.			
13) Develop and provide research based instructional strategies and staff development plan for technology integration.			
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Analyze campus subgroups student performance on assessment disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participants.			













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Provide staff with longitudinal data on the percentage of LEP student making progress towards English proficiency.			
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction.			
6) Use data disaggregation to drive instruction.			
7) Provide LEP Students with opportunities to improve their English language proficiency levels in order to assist with Academic Success			
 = 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		
	Nov	Aug	Aug
1) Use district wide grading standards that are linked to student expectations and are based on best practices			
2) Record grades that accurately communicate mastery or non-mastery on a specific student expectation.			













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Use grade and/or content specific grading rubrics			
4) Use district wide grade and / or content appropriate use of homework.			
5) Use district wide grade and / or content appropriate retest standards.			
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			
 = Accomplished  = No Progress  = Discontinue			







Performance Objective 4: During the current school year, provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide staff development on differentiation/ scaffolding designed to meet the learning needs of every student.			
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional administrative and support staff.			
6) Establish and support campus PLCs			
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			
8) 8) Provide Conscious Discipline Staff Development training to ensure we meet the needs of 21st century learner.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide time and materials for purposeful reading during school day.			
2) Provide information to teachers regarding special reading needs of dyslexia students.			
3) Identify students reading levels to monitor reading improvement and align reading materials to their instructional level.			
4) Provide staff development about reading strategies.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Provide library books and online resources to support all learning styles.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Follow district G/T identification procedures.			
2) Participate in Texas Performance Standards Project.			
3) Students will be clustered and instructed by G/T Certified teachers.			
4) Implement G/T pullout program for identified students.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
2) Ensure the implementation of 504 accommodations for eligible students.			
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
4) Implement research-based programs designed to accelerate student learning.			
5) Provide additional and individual support to parents.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide Spanish language materials for all teachers working with LEP students, Integrate Spanish language books within the classrooms. Provide paper and materials to work in classrooms			
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum.			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Implement the ESL scope and sequence at all grade levels.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 9: During the 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		
	Nov	Aug	Aug
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		
	Nov	Aug	Aug
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Participate in district-wide coordinated school health initiatives.			
2) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
3) Administer Fitness gram and use reports to drive instruction.			
4) Provide Parent Education Opportunity for coordinated school health at each campus.			
 = 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		
	Nov	Aug	Aug
1)) Provide students with real world experiences that explore a wide range of careers.			
2) 2) Provide opportunities for students to explore various career opportunities through an annual Career Day and College Week.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) 1) Provide students with real world experiences that explore a wide range of careers.			
2) 2) Provide opportunities for students to explore various career opportunities through an annual Career Day and College Week.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
<div> <div>  = Accomplished </div> <div>  = No Progress </div> <div>  = Discontinue </div> </div>			



















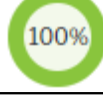








Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

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		
	Nov	Aug	Aug
1)) Provide team building opportunities to increase skills in building relationships.			
2) Provide mentorship and staff development opportunities to new personnel.			
3)) Expand leadership and mentoring opportunities for all staff.			
4)) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
5) New Teacher Academy			
6) Coaching for Staff			
 = Accomplished  = 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 children's education.

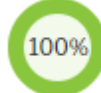




















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Include parent education component and orientation programs.			
2) Provide parent education at all campuses on various topics.			
3)) Provide parent material and workshops regarding reading with children, online resources and ebooks. Provide take home readers			
4) Provide educational resources for parents on the school website.			
5) Provide instructional resources for parents to utilize at home with their child.			
6) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title I information ad Texas Academic Performance Report (TAPR) data.			
7)) Provide information that can be utilized with students and parents in the interpretation of test results			
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			
 = 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		
	Nov	Aug	Aug
1) Expand learning opportunities for students in school/community service.			
2)) Promote student/parent/business involvement through volunteerism			
3) Promote service organizations for students in school Student Council, etc.)			
4)) Participate in the "See to Succeed" program			
5) Develop a staff development plan that provides differentiated levels of instructional, administrative, and support staff.			
 = 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 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		
	Nov	Aug	Aug
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 FFH (Local).			
4) Create campus safety crisis management plans, including safety drills			
5)) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior			
6) Provide opportunities to attend Gang Awareness training and Character Education programs			
7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8)) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.			
9) Implement and age appropriate and vertically aligned guidance curriculum.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.			
2) Establish protocols for safety procedures at field trips.			
3) Provide opportunities for employees to be trained in personal safety.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
2) Provide support for student and staff participation in service learning opportunities			
 = Accomplished  = No Progress  = Discontinue			























Matthys Elementary Performance Objectives 2019-2020










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 principles will ensure that performance of all students will meet or exceed the state average.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Monitor curriculum implementation through campus walkthroughs.			
TEA Priorities Build a foundation of reading and math 2) Implement the district scope and sequences for all courses in grades PK to 4.			
TEA Priorities Recruit, support, retain teachers and principals 3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
TEA Priorities Build a foundation of reading and math 4) Integrate relevant literacy skills across all content areas.			













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 5) Implement gradual release model for lesson design and delivery.			
TEA Priorities Build a foundation of reading and math 6) Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas.			
TEA Priorities Build a foundation of reading and math 7) Ensure that science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.			
TEA Priorities Build a foundation of reading and math 8) Use on-line databases, eBooks, books, and other resources for specific TEKS.			
TEA Priorities Recruit, support, retain teachers and principals 9) Provide staff development on utilization of on-line databases and resources.			
TEA Priorities Recruit, support, retain teachers and principals 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.			
TEA Priorities Recruit, support, retain teachers and principals 11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.			
TEA Priorities Build a foundation of reading and math 12) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 13) Develop and provide research based instructional strategies and staff development plan for technology integration.			
TEA Priorities Recruit, support, retain teachers and principals 14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs.			
 = 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.

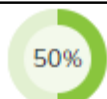
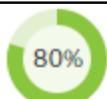
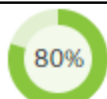
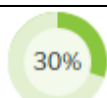

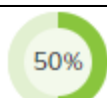
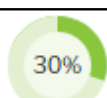
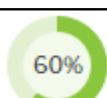
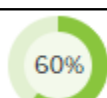
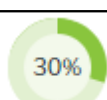
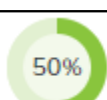
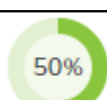
Targeted or ESF High Priority













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, ELL, and Special Education participation.			
TEA Priorities Build a foundation of reading and math 2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.			
TEA Priorities Build a foundation of reading and math 3) Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments.			
TEA Priorities Recruit, support, retain teachers and principals 4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 5) Provide staff development on data disaggregation and how the data will drive instruction.			
TEA Priorities Build a foundation of reading and math 6) Use data disaggregation to drive instruction.			
 = 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.













Targeted or ESF High Priority













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Create a staff development plan that supports implementation of district-wide initiatives.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			
TEA Priorities Recruit, support, retain teachers and principals 3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
TEA Priorities Recruit, support, retain teachers and principals 4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 5) Develop a staff development plan that provides differentiated levels of instruction for instructional, administrative and support staff.			
TEA Priorities Recruit, support, retain teachers and principals 6) Establish and support campus PLCs.			
TEA Priorities Recruit, support, retain teachers and principals 7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			
 = 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.







Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 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.			
TEA Priorities Build a foundation of reading and math 2) Provide time and materials for purposeful reading during the school day.			
TEA Priorities Build a foundation of reading and math 3) Continue and maximize the campus use of Accelerated Reading Instruction.			
TEA Priorities Build a foundation of reading and math 4) Provide information to teachers regarding special reading needs of dyslexia students.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			
TEA Priorities Recruit, support, retain teachers and principals 6) Provide staff development about reading strategies for at risk readers.			
TEA Priorities Build a foundation of reading and math 7) Provide library books and online resources to support all learning styles.			
 = Accomplished  = No Progress  = Discontinue			







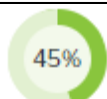
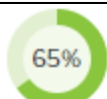
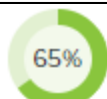

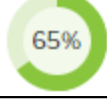
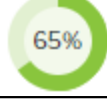
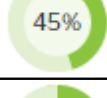

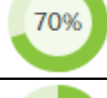



Performance Objective 5: Provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Follow district G/T identification procedure.			
2) Promote G/T Summer Exploration Camp opportunities.			
3) GT students will participate in Texas Performance Standards Project.			
4) Students will be clustered and instructed by G/T Certified teachers.			
5) Implement G/T Pullout program for identified students.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Promote participation in the Duke Talent Search program in 4th grade.			
 = Accomplished  = 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.
















Targeted or ESF High Priority




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
TEA Priorities Build a foundation of reading and math 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.			
TEA Priorities Build a foundation of reading and math 3) Ensure the implementation of 504 accommodations for eligible students.			
TEA Priorities Build a foundation of reading and math 4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
TEA Priorities Build a foundation of reading and math 5) Implement research-based programs designed to accelerate student learning.			
TEA Priorities Build a foundation of reading and math 6) Provide additional support to parents of at risk students.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
7) Participate in transition meetings to support LEP students as they move from 4th to 5th grade.			
TEA Priorities Build a foundation of reading and math 8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			
 = Accomplished  = No Progress  = Discontinue			

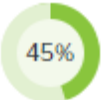














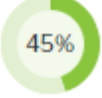






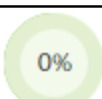

Performance Objective 7: All staff will assist English Language Learners and ensure that their academic performance will equal or surpass that of the state's.

Targeted or ESF High Priority

















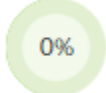

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collections.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
TEA Priorities Build a foundation of reading and math 3) Prepare bilingual/ ELL students for an appropriate and timely transition by following the district bilingual continuum.			
TEA Priorities Build a foundation of reading and math 4) Implement the ESL scope and sequence in all grade levels.			
TEA Priorities Recruit, support, retain teachers and principals 5) Create a Bilingual support committee to ensure vertical alignment of the bilingual program and share successful implementation of instructional practices.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			

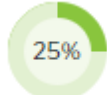


Performance Objective 8: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide bullying and Conscious Discipline training opportunities for students and staff.			
3) Update and utilize crisis management plan, including safety drills.			
TEA Priorities Recruit, support, retain teachers and principals 4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
TEA Priorities Recruit, support, retain teachers and principals 5) Provide Gang Awareness training and Character Education programs.			
TEA Priorities Recruit, support, retain teachers and principals 6) Utilize behavior specialists to provide intervention strategies and develop Behavior Intervention Plans for students with chronic disruptive behaviors.			
7) Provide staff development concerning abuse and reporting obligations.			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Participate in district-wide coordinated school health initiatives.			
TEA Priorities Recruit, support, retain teachers and principals 2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instruction.			
5) Provide parent education opportunities for coordinated school health.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 10: The campus will use district grading policies and procedures that link student assessment to mastery of student expectations.










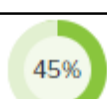
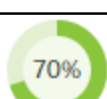

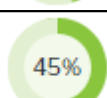
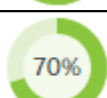
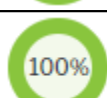
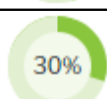
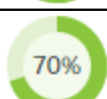
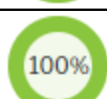
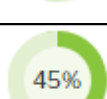
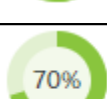
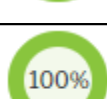
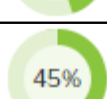
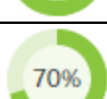
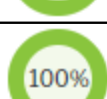
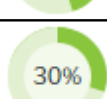
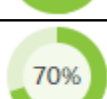
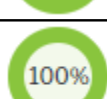
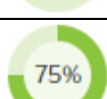
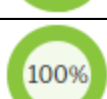
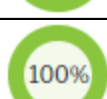
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Use district wide grading standards that are linked to student expectations and are based on best practices.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Record grades that accurately communicate mastery or non mastery on specific student expectations.			
3) Use grade and/or content specific grading rubrics.			
4) Use district guidelines regarding the appropriate use of homework.			
5) Use district-wide grade and /or content appropriate standards.			
TEA Priorities Build a foundation of reading and math 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.










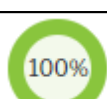
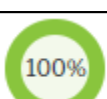
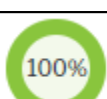



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			
 = Accomplished  = No Progress  = 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		
	Nov	Aug	Aug
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.			
TEA Priorities Recruit, support, retain teachers and principals 3) Provide staff development opportunities for teachers working with special education students experiencing academic or behavioral difficulties.			
4) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
5) Campus will follow district procedures regarding parental requests for special education evaluation.			
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documentation clearly delineates the need for STAAR / STAAR Alt (i.e., PLAFF's, IEPs, deliberations) and (3) utilize 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.			
TEA Priorities Build a foundation of reading and math 10) Special education teachers are included in training given in the area of dyslexia and related disorders.			







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
11) Monitor the number of students with disabilities being served in least restrictive environments.			
TEA Priorities Build a foundation of reading and math 12) Review the previous year state assessment scores for each student with a disability. If the 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 Accelerated Instruction/Intensive Program of Instruction.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 13: Student and teacher access to technology will increase according to the District Technology Plan.

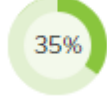
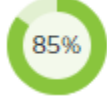







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide the technical support needed to administer iStation assessments that are required.			
2) Classrooms will be equipped with at least minimum requirements for the "21st century classroom"			
TEA Priorities Build a foundation of reading and math 3) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR and MAP requirements.			
 = 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: Students will receive information and guidance introducing them to college and post-secondary possibilities.




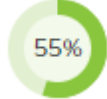











Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Promote college exploration by promoting College Week and other campus based activities.			
 = Accomplished  = No Progress  = Discontinue			

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		
	Nov	Aug	Aug
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			
 = Accomplished  = No Progress  = Discontinue			







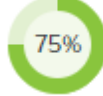
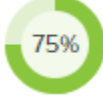
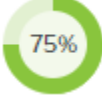












Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

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.











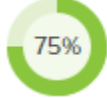




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Provide support and staff development opportunities to increase skills in building relationships.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide mentorship and staff development opportunities to new personnel.			
TEA Priorities Recruit, support, retain teachers and principals 3) Expand leadership and mentoring opportunities for all staff.			
TEA Priorities Recruit, support, retain teachers and principals 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 to be active partners in their children's education.













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Include parent education component in orientation programs.			
2) Provide parent education on various topics.			
3) Provide information on workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
4) Provide parent workshops regarding reading with children, online resources and ebooks.			
5) Provide instructional resources for parents on the campus website.			
TEA Priorities Build a foundation of reading and math 6) Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title I information, TAPR data, test results, etc.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Community involvement will increase by a 5% expansion in partnerships and enhanced communication.




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Promote student/parent/business involvement through volunteerism and community service.			
2) Promote service organizations for students in school (Student Council, Safety Patrol etc.)			
3) Participate in programs to benefit students health and wellness such as "See to Succeed" and dental programs.			
TEA Priorities Recruit, support, retain teachers and principals 4) Implement Campus Spotlight and principals for exceptional service (i.e. Teacher of the year, Paraprofessional of the Year, Volunteers, 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: 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.

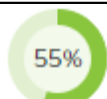
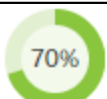
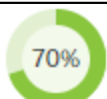

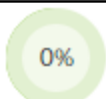

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning.			
2) Provide opportunities to attend behavior management trainings.			
3) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide training to campus Medical Emergency Response Team (MERT) by incorporating Stop the Bleed..			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 2) Provide opportunities for employees to be trained in personal safety.			
TEA Priorities Recruit, support, retain teachers and principals 3) Provide opportunities for staff to attend district ALICE training.			
TEA Priorities Recruit, support, retain teachers and principals 4) Develop and implement campus Emergency Operation Plans and safety drills, including unification plan.			
 = Accomplished  = No Progress  = Discontinue			






















Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty and global citizenship.




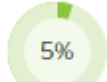




















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
 = Accomplished  = No Progress  = Discontinue			

McMasters Elementary Performance Objectives 2019-2020

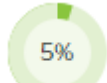


Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

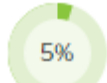

















Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor curriculum implementation through campus walkthroughs.			
2) Implement the district scope and sequence for all courses in grade PK to 4th.			
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
4) Integrate relevant literacy skills across all content areas.			
5) Implement gradual release model for lesson design and delivery.			
6) Use on-line databases, eBooks, books, and other resources for specific TEKS.			
7) Provide staff development on utilization of on-line databases and resources.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.			
9) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.			
10) Provide instructional materials and implement research based instructional strategies on a daily basis that promote a variety of learner engagement techniques.			
11) Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs.			
12) Develop and provide research based instructional strategies and staff development plan for technology integration.			
13) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state science TEKS.			
14) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.			
 = Accomplished  = No Progress  = Discontinue			

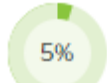














Performance Objective 2: Data disaggregation will drive the design of instruction and interventions as measured by improved academic achievement.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Analyze campus subgroup student performance on assessments, disaggregated by ethnicity, economic status, migrant, homeless, ELL and special education participation.			













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments.			
3) Provide staff development to teachers on the intervention and special education referral process.			
4) Use data disaggregation to drive instruction.			
5) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.			
6) Provide staff development on data disaggregation and how the data will drive instruction.			
 = 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		
	Nov	Aug	Aug
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			
3) Teachers will attend training opportunities for problem-solving and higher-level questioning/thinking skills needed to increase rigor.			



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
5) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			
6) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			
7) Establish and support campus PLC's.			
 = 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		
	Nov	Aug	Aug
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
2) Provide time and materials for purposeful reading during the school day.			
3) Provide information to teachers regarding special reading needs of dyslexia students.			
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Provide staff development about reading strategies for at risk readers.			
6) Provide library books and on-line resources to support all learning styles.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) GT students will participate in the Texas Performance Standards Project.			
2) Students will be clustered and instructed by G/T certified teachers.			
3) Follow district GT identification procedures.			
4) Identified G/T students will be invited to attend the G/T Summer Exploration Camp.			
5) Promote participation in the Duke Talent Search program in fourth grade.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
2) Implement research-based programs designed to accelerate student learning.			
3) Ensure the implementation of 504 accommodations for eligible students.			
4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
5) Provide additional and individualized support to parents of at risk students.			
6) Provide opportunities for students to participate in the ACE after school program for academic support and enrichment.			
7) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
8) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.			
9) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			
 = 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		
	Nov	Aug	Aug
1) Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collection.			
2) Provide opportunities for staff to attend ELL and ELPS training opportunities for all teachers.			
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum.			
4) Implement the ESL scope and sequence at all grade levels.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students.			
2) Provide mediation conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Create a crisis management plan, including safety drills.			
4) Provide training and implement effective strategies through PBIS/CHAMPS to reduce inappropriate behavior.			
5) Provide Gang Awareness training and Character Education programs.			
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.			
7) Provide staff development concerning abuse and reporting obligations.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Participate in district-wide coordinated school health initiatives			
2) Establish a Campus Health Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Administer Fitnessgram and use reports to drive instruction.			
5) Provide parent education opportunities for coordinated school health.			
6) Provide parent education opportunities for coordinated school health.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Use district-wide grading standards that are linked to student expectations and based on best practices.			
2) Teachers will record grades that accurately communicate mastery or non mastery on specific student expectations.			
3) Teachers will use grade and/or content specific grading rubrics.			
4) Use district guidelines regarding the appropriate use of homework.			
5) Use district-wide grade and/or content appropriate standards.			

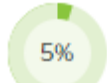


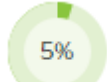





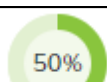
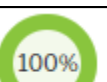

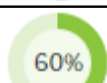





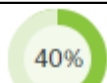














Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above for all students.
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines.			
5) Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documents clearly delineate the need for STAAR Alt II (i.e. PLAFF's, IEPs, deliberations) and (3) utilizing district/state required STAAR Alternative Participation Requirements forms.			
6) Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			
7) Campus will follow district policy to ensure students with disabilities have access to facilities.			
8) Campus will provide instructional materials and training for all teachers working with students with disabilities.			
9) Special Education teachers are included in training given in the area of dyslexia and related disorders.			
10) Campus will monitor the number of students with disabilities being served in the least restrictive environments.			
11) Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an Accelerated Instruction/Intensive Program of Instruction.			
12) Campus will follow district procedures regarding parental request for special education evaluation.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 13: During the current school year, students and teacher access to technology will increase according to the District Technology Plan.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide the technical support needed to administer the IStation assessments that are required.			
2) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.			
3) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
4) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom".			
<div>  = Accomplished  = No Progress  = Discontinue </div>			

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, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			
 = 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		
	Nov	Aug	Aug
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			
 = Accomplished  = 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 recruitment, development and retention of effective employees.
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide support and staff development opportunities to increase skills in building relationships.			
2) Provide mentors and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
5) Provide peer observation opportunities.			
 = Accomplished  = No Progress  = Discontinue			

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parents, business, and community stakeholders.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their child's education.



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Include parent education component in orientation programs.			
2) Provide parent education programs on various topics.			
3) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
4) Provide instructional resources for parents on the campus website.			
5) Provide instructional resources for parents to utilize at home with their children.			
6) Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title I information, and TAPR data.			
7) Parents will be given an opportunity to attend parent meetings and programs for the ACE program.			
 = 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		
	Nov	Aug	Aug
1) Promote student/parent/business involvement through volunteerism and community service.			
2) Promote service organizations for students in school (Safety Patrol, School Helpers, etc.).			
3) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers, etc.)			
4) Provide students with an opportunity to participate in the ACE after school program to increase academic performance, school day attendance, positive behavior and grade promotion.			
 = Accomplished  = 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.





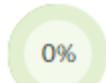

Performance Objective 1: During the current school year, campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide opportunities to attend behavior management trainings.			
2) Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning.			
3) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment.			
4) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.			
5) Implement an age appropriate and vertically aligned guidance curriculum.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide training to campus Medical Emergency Response Teams (MERT) by incorporating Stop the Bleed.			
2) Provide opportunities for staff to attend the district ALICE trainings.			
3) Provide opportunities for employees to be trained in personal safety.			
4) Develop and implement campus Emergency Operation Plans and safety drills including a reunification plan.			
 = Accomplished  = No Progress  = Discontinue			






















Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.










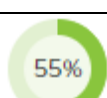
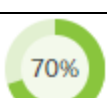
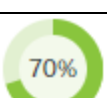
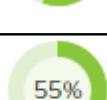




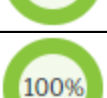
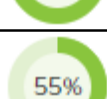

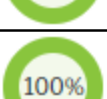



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
 = Accomplished  = No Progress  = Discontinue			

Meador Elementary Performance Objectives 2019-2020



















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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Monitor curriculum implementation through campus walkthroughs.			
TEA Priorities Build a foundation of reading and math 2) Implement the district scope and sequence for all courses in grades PK-4.			
TEA Priorities Build a foundation of reading and math 3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
TEA Priorities Build a foundation of reading and math 4) Integrate relevant literacy skills across all content areas.			
TEA Priorities Build a foundation of reading and math 5) Implement gradual release model for lesson design and delivery.			
TEA Priorities Build a foundation of reading and math 6) Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas.			
TEA Priorities Build a foundation of reading and math 7) Ensure that science classes incorporate hands-on and outdoor laboratory activities in alignment with new state science TEKS.			



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 8) Use on-line databases, eBooks, books, and other resources for specific TEKS.			
TEA Priorities Build a foundation of reading and math 9) Provide staff development on utilization of on-line databases and resources.			
TEA Priorities Build a foundation of reading and math 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.			
TEA Priorities Build a foundation of reading and math 11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.			
TEA Priorities Build a foundation of reading and math 12) Develop and provide research based instructional strategies and staff development plan for technology integration.			
TEA Priorities Build a foundation of reading and math 13) Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs.			
TEA Priorities Build a foundation of reading and math 14) Provide instructional materials and implement research based strategies, on a daily basis that promote a variety of learner engagement techniques.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Analyze campus subgroup student performance on assessments, disaggregated by ethnicity, economic status, migrant, homeless, ELL and special education participation.			
TEA Priorities Build a foundation of reading and math 2) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments.			
TEA Priorities Build a foundation of reading and math 3) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
TEA Priorities Build a foundation of reading and math 4) Provide staff development on data disaggregation and how the data will drive instruction.			
TEA Priorities Build a foundation of reading and math 5) Use data disaggregation to drive instruction.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Create a staff development plan that supports implementation of district-wide initiatives.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
TEA Priorities Recruit, support, retain teachers and principals 4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
TEA Priorities Recruit, support, retain teachers and principals 5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			
TEA Priorities Recruit, support, retain teachers and principals 6) Establish and support campus PLCs.			
TEA Priorities Recruit, support, retain teachers and principals 7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 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.			
TEA Priorities Build a foundation of reading and math 2) Provide time and materials for purposeful reading during the school day.			



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 3) Provide information to teachers regarding special reading needs of dyslexia students.			
TEA Priorities Build a foundation of reading and math 4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels.			
TEA Priorities Build a foundation of reading and math 5) Provide staff development about reading strategies.			
TEA Priorities Build a foundation of reading and math 6) Provide library books and on-line resources to support all learning styles.			
 = Accomplished  = No Progress  = Discontinue			






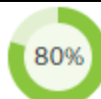



Performance Objective 5: During the current school year, Provide an array of learning opportunities geared for gifted /talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Follows district GT identification procedures			
2) Promote G/T Summer Exploration Camp opportunities.			
3) G/T students will participate in the Texas Performance Standards Project.			
4) Students will be clustered and instructed by G/T certified teachers			




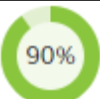


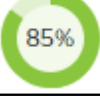
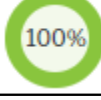
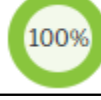

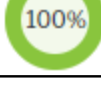
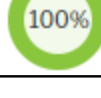



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Promote participation in the Duke Talent Search program in fourth grade			
 = Accomplished  = No Progress  = Discontinue			

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.













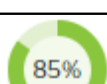


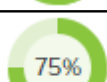
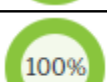

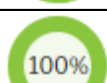
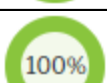




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
TEA Priorities Build a foundation of reading and math 2) Ensure the implementation of 504 accommodations for eligible students.			
TEA Priorities Build a foundation of reading and math 3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
TEA Priorities Build a foundation of reading and math 4) Implement research-based programs designed to accelerate student learning			
5) Provide additional and individualized support to parents of at risk students.			
TEA Priorities Build a foundation of reading and math 6) Participate in transition meetings to support ELL students as they move from 4th to 5th grade			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 7) Provide staff development opportunities which offer effective instructional strategies, materials, and activities, for the at-risk learner.			
TEA Priorities Build a foundation of reading and math 8) Provide Intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collections.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide opportunities for staff to attend ELL and ELPS training opportunities for all teachers.			
TEA Priorities Build a foundation of reading and math 3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum.			
TEA Priorities Build a foundation of reading and math 4) Implement the ESL scope and sequence at all grade levels.			
 = 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		
	Nov	Aug	Aug
1) Implement PBIS/Conscious Discipline strategies with students.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students, staff and parents.			
TEA Priorities Recruit, support, retain teachers and principals 3) Create a crisis management plan, including safety drill.			
TEA Priorities Recruit, support, retain teachers and principals 4) Provide training and implement effective strategies through Safe and Civil Schools/CHAMPS/PBIS to reduce inappropriate behavior.			
5) Provide Gang Awareness training and Character Education programs.			
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.			
TEA Priorities Recruit, support, retain teachers and principals 7) Provide staff development concerning abuse and reporting obligations.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Participate in district-wide coordinated school health initiatives.			
TEA Priorities Recruit, support, retain teachers and principals 2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
TEA Priorities Recruit, support, retain teachers and principals 3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instruction.			
5) Provide parent education opportunities for coordinated school health.			
 = Accomplished  = 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.



















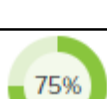
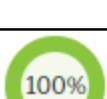
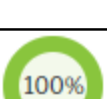
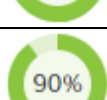


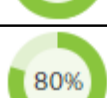


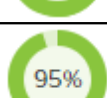


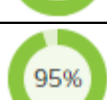


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Use district-wide grading standards that are linked to student expectations and based on best practices.			
TEA Priorities Build a foundation of reading and math 2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.			
TEA Priorities Build a foundation of reading and math 3) Use grades and/or content specific grading rubrics.			







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 4) Use district guidelines regarding the appropriate use of homework.			
TEA Priorities Build a foundation of reading and math 5) Use district-wide grade and/or content appropriate standards			
TEA Priorities Build a foundation of reading and math 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: During the current school year, increase the campus attendance rate to 97% or above for all students










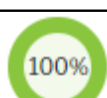
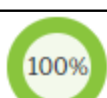
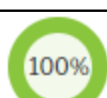

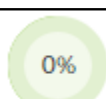

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			
 = Accomplished  = No Progress  = 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		
	Nov	Aug	Aug
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines.			
5) Campus will follow district procedures regarding parental request for special education evaluation.			
6) Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documents clearly delineates the need for STAAR /STAAR Alt (i.e. PLAFF's, IEPS, deliberations) and (3) utilizing district/state required STAAR A and STAAR Alternative Participation Requirements forms			
7) Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			
8) Campus will follow district policy to ensure students with disabilities have access to facilities.			
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.			
10) Special Education teachers are included in training given in the area of dyslexia and related disorders			
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
12) Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an Accelerated Instruction/Intensive Program of Instruction.			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Provide the technical support needed to administer the istation assessments that are required.			
TEA Priorities Recruit, support, retain teachers and principals 2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom".			
TEA Priorities Build a foundation of reading and math 3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
 = Accomplished  = 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.


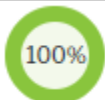







Performance Objective 1: During the current school year, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) Encourage more students to attend college by promoting College Week.			
TEA Priorities Connect high school to career and college 2) Establish higher education promotion campaigns.			
 = 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		
	Nov	Aug	Aug
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day/High School Endorsement Awareness			
<div>  = Accomplished  = No Progress  = Discontinue </div>			







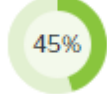


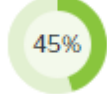


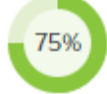

















Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 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.			
TEA Priorities Recruit, support, retain teachers and principals 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 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		
	Nov	Aug	Aug
1) Include parent education component in orientation programs.			
2) Provide parent education programs on various topics.			
TEA Priorities Build a foundation of reading and math			
3) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
4) Provide parent workshops regarding reading with children, on-line resources, and eBooks.			
5) Provide instructional resources for parents on the campus website.			
6) Provide instructional resources for parents to utilize at home with their children.			
TEA Priorities Build a foundation of reading and math			
7) Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title 1 information, and TAPR data.			
 = Accomplished  = No Progress  = Discontinue			












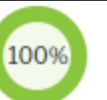






Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced

communication.
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			
3) Promote service organizations for students in school (Patrol, School Helpers, etc.)			
4) Participate in the See to Succeed program			
5) Implement Campus Spotlight and/or awards for exceptional service (i.e. teacher of the Year, Paraprofessional of the Year, Volunteers...)			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning			
2) Provide opportunities to attend behavior management trainings.			
3) 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.			
4) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors			
5) Implement an age appropriate and vertically aligned guidance curriculum.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide trainings to campus Medical Emergency Response Team (MERT) by incorporating Stop the Bleed			
2) Provide training opportunities for all employees to be trained in personal safety.			
TEA Priorities Recruit, support, retain teachers and principals 3) Provide opportunities for staff to attend district ALICE trainings			
TEA Priorities Recruit, support, retain teachers and principals 4) Develop and implement campus Emergency Operation Plans and Safety drills, including unification plan			
 = Accomplished  = No Progress  = Discontinue			



















Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
 = Accomplished  = No Progress  = Discontinue			

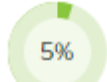








Melillo Middle School Performance Objectives 2019-2020

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		
	Nov	Aug	Aug
1) Departments will create common assessments, in addition to the district created common assessments, to provide for equity amongst all classrooms and students.			
2) Teachers will disaggregate data from common assessments to determine the needs of the students. Additional assistance will be given to students who experience difficulty in a timely manner.			
3) Teachers will meet by departments on a weekly basis to discuss best teaching practices for the SE's that are currently being taught.			
4) Teachers will utilize station activities, various grouping techniques, such as small group instruction, literacy groups and consistent use of organizing tools (i.e. Thinking Maps) and other resources such as technology.			
5) Teachers will use a variety of literature (books) selected by the district and campus staff to teach Reading SE's.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: 100% of Grades Five and Six Gifted and Talented students will complete the State Standards Project.

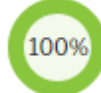























Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Grade Six Gifted and Talented students will complete a cross-curricular project that meets the criteria for the GT Standards Project.			
2) Grade Five Gifted and Talented students will make a quilt that represents an original story. The title of the project is "The Story Quilt".			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: Students will participate in various activities linked to Coordinated School Health (CSH).







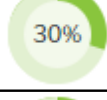
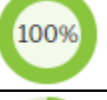
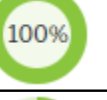
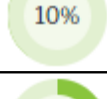

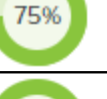






Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will provide for movement within the classroom integrated within the curriculum.			
2) Cafeteria staff and nurse will post nutritional information to inform students, staff, and parents.			
3) Campus Health Advisory Committee (CHAC) will provide on-going staff development to increase awareness of the components of the CSH Program.			
 = 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: 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.

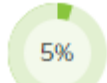














Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/Intensive Program of Instruction.			
2) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
3) Campus will follow district procedures regarding parental request for special education evaluation.			
4) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR Online/STAAR Alt (i.e., PLAFFs, IEPs, deliberations) and (3) utilizing TEA required STAAR Online and STAAR Alternative Participation Requirement Forms.			
5) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.			
6) Campus will follow district policy to ensure students with disabilities have access to facilities.			
7) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.			
 = Accomplished  = 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.








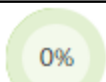

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) In weekly department meetings, teachers will look at and discuss data from common assessments to determine which students need additional assistance and or tutoring. The assistance to At-Risk students may occur in the regular classroom by teacher, may be pull out by Title One staff or Title outside tutors, may be intervention teachers or before/after school tutoring by teacher, including Math Lab.			
2) Melillo's Master Schedule will provide an Enrichment Period/Intervention Period to all students. This class period will be utilized for Resource Pull-Out, Dyslexia Pull-Out, and additional intervention for students that performed low on the state assessment. This class period allows for all students to remain in the General Education Classroom for all four core content areas.			
3) Teachers will disaggregate data continuously to monitor sub populations. Specifically, based on current test results, Melillo will focus on the Sp Ed subgroup to provide timely assistance to help with closing the gap among learners and to meet State and Federal requirements.			
4) For those students not needing additional tutorials and/or intervention, such as the Pre-AP, GT, and high achievers, teachers will provide enrichment activities during the student's enrichment period.			
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 Personalized Learning Platform.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: Melillo will foster an environment that is family oriented and safe for all stakeholders.
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) The Melillo Safe and Civil Committee will meet to review policies and procedures and revise as needed			
2) Melillo MS teachers will utilize CHAMPS in the classroom			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Melillo MS will implement Conscious Discipline across the campus.			
4) Melillo MS will utilize AVID School-wide strategies to develop a supportive, collaborative community.			
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.			
6) Staff, consisting of a few teachers and an administrator, will attend Restorative Practices Training. They will create a plan based on the training to bring back to campus best strategies to implement in their classrooms. These practices will be slowly released out to all staff.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: Anti-bullying policies created by Melillo MS will follow state law and local policies.
















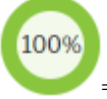


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Melillo MS has an anti-bullying policy with specific procedures for reporting bullying and consequences given for bullying.			
2) The Counselors will provide Guidance lessons to students and parents.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 5: Melillo will implement AVID strategies/methodologies to better prepare our students for higher education.




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) During the first week of school in Enrichment Period, teachers will teach the students how to organize their binder and utilize their planners effectively.			
2) Planners are utilized as a communication tool with parents about homework and activities. Students use the planners as an organizational tool at dismissal to ensure they have what they need in order to complete homework.			
3) Teachers will be trained in AVID Instructional Strategies to improve college readiness skills.			
4) Students will utilize AVID strategies to develop a better understanding of content and collaborate with other students.			
 = 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		
	Nov	Aug	Aug
1) Faculty/Staff members will display signs that name the college that he/she attended.			
2) Faculty/Staff/Students will wear shirts/jerseys that represent their favorite college.			
3) Individual classrooms will compete against each other in a college door decorating contest.			
4) Melillo's sixth grade Social Studies teachers will provide direct instruction on the curriculum named Kids2College.			
5) Melillo's sixth graders will visit a college/university campus and participate in various activities developed by the college/university.			
 = Accomplished  = No Progress  = Discontinue			







Performance Objective 2: Melillo will promote college awareness throughout the year.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Melillo will promote college awareness and preparedness through the use of AVID strategies.			










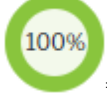


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Melillo will focus on different colleges/universities each month and play the Fight Songs during transition time.			
3) The monthly newsletter will have a section specific for college awareness and preparedness.			
 = Accomplished  = No Progress  = 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		
	Nov	Aug	Aug
1) Melillo MS will utilize the Lawson System, Talent Ed and staff members of the district's Human Resources Department to ensure the hiring of highly qualified staff.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) New teachers to education will be assigned a mentor for their first year of teaching at Melillo.			
2) All teachers can request a Campus Coach to assist them with concerns over curriculum, teaching methods, classroom management, etc.			
3) Faculty/Staff will be given the opportunity to attend Professional Development in the district throughout the year.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) We will provide a variety of books, pamphlets, and other resources in English and Spanish to the parents.			
2) We will provide a variety of workshops to parents based on needs of the parents and school. Parents will be surveyed to determine what is the best time and day for parent meetings/workshops.			
3) Counselors will attend trainings that will provide new ideas on how to increase parent involvement.			
4) Staff members will attend Conscious Discipline Trainings in an effort to improve relationships with students, parents and staff.			
5) Melillo MS will host various family engagement activities in the evenings.			
6) Surveys and requests for volunteers are sent throughout the year.			
 = Accomplished  = No Progress  = Discontinue			





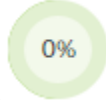

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: Melillo MS will seek and maintain support from local businesses and community members in the Houston area.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Melillo MS will invite local organizations to speak to parents and students regarding topics of interest.			
2) Students will visit a local university through the Kids2College program.			
3) Melillo MS will invite local organizations to participate in the school's family events and ask the organizations to donate funds, services, and/or other resources.			
4) To maintain student attendance rates above 97%, Melillo MS uses incentive programs on campus.			
5) Melillo will seek partnerships with local businesses for additional support in maintaining the Outdoor Learning Center.			
 = Accomplished  = No Progress  = Discontinue			
















Performance Objective 2: Melillo MS will participate in various community events.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Melillo MS will collect donations from students, staff, and family to support local charities and organizations.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Melillo MS will encourage students, staff, and family members to attend various local events hosted by charities and organizations.			
 = 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		
	Nov	Aug	Aug
1) Training will be provided throughout the year for all faculty/staff members in need of additional training on any piece of technology equipment, program, software, etc.			
2) Additional equipment, such as slates, ActivExpressions, ActiVotes, etc. will be available to teachers to actively engage students.			
3) Work orders for faulty equipment will be submitted in a timely manner.			
4) Melillo MS will utilize the Plan4Learning Software to maintain the Campus Improvement Plan.			
 = Accomplished  = No Progress  = Discontinue			

Memorial High School Performance Objectives 2019-2020











Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.








Performance Objective 1: Establish TEKS /STAAR - EOC curriculum alignment for all core courses.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Review lesson plans weekly to identify rigorous and relevant teaching strategies, scope and sequence alignment, lesson delivery, and assessments.			
2) Facilitate and provide opportunities for department collaboration in mathematics, science, social studies, and ELA, to include analyzing, revising and evaluating instruction and assessments and to ensure that the district scope and sequence is followed.			
3) All teachers will participate in staff development opportunities, data disaggregation and school district initiatives.			
4) Implement strategies to ensure the vertical and horizontal instructional alignment across all curriculum areas and adherence to the district scope and sequence.			
5) Provide regular access to technology for all students for the purpose of conducting research and to complete assignments needing technological support.			
6) Provide direct instruction in language acquisition to ELL students through a variety of instructional strategies. (SG-R-ELL)			
7) Provide training to all teachers in instructional strategies that meet the needs of all learners including gifted, limited English proficient, dyslexic, and learning disabled (SCE, T3). (SG-R-SE, SG-R-ELL, SG-Grad-SPED)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Provide training and necessary foreign language materials for all teachers working with ELL students (T3). (SG-R-ELL)			
9) Recruit highly qualified teachers for all content area subjects by attending job fairs and making college campus visits.			
10) Provide instructional leadership training and networking resources to the administrative staff through conferences and membership in TASSP, ASCD, and other professional organizations (SCE).			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Continue implementation of a variety of research-based writing strategies.			
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.			
3) Require students to record the number of pages read and keep track of the totals each six weeks in the Reading Tracker.			
4) Provide graduation cords for students who have reached the annual goal of 3,000 pages at the end of each academic year.			
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.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Provide implementation support of a variety of instructional strategies that focus on student engagement.			
7) Provide the intervention necessary for those students who need support in the acquisition and maintenance of literacy skills.			
 = Accomplished  = No Progress  = Discontinue			



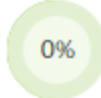










Performance Objective 3: Establish and provide extended learning opportunities.

Next Year's Recommendation 3: Tutorials/Extended day provided. Tutorials/Office hours needed.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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)			
2) Provide extended day services for students not mastering any EOC two weeks prior to each re-test administration.			
3) Provide all students after school EOC preparation opportunities. (SG-Read-ELL, SG-Read-SPED)			
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.			
5) Utilize MavTime for tutoring, enrichment, and intervention opportunities based on mastery of essential standards. (SG-Grad-AA, SG-Grad-SPED)			
6) Provide snacks to ensure healthy learning for students who attend enrichment and learning extensions prior to taking the SAT and EOC exams.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			














Performance Objective 4: Provide offerings to students in the advanced placement programs.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide accurate information to all students regarding the Pre-AP and the AP program during registration in January and February.			
2) Provide review and study sessions prior to the AP tests administered in May.			
3) Utilize the resources and personnel in the AVID program, counseling office, and teachers to encourage enrollment in Pre-AP and AP courses.			
4) Use AP indicators data to encourage enrollment in advanced placement courses and/or dual credit.			
5) Utilize appropriate intervention process prior to "leveling down" from an AP or pre-AP course.			
 = Accomplished  = 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.





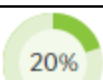





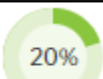



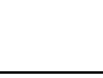
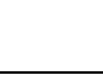


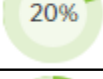

Next Year's Recommendation 1: Many forms placed into online submissions to keep accurate attendance records virtually. Will ask attendance AP to share attendance records with other assistant principals to follow up.


















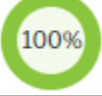





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Collect and analyze daily attendance reports to monitor student school attendance.			
2) Conduct attendance reconciliation in order to maintain accurate attendance records.			
3) Maintain accurate records regarding truancy issues in regard to students.			
4) Truancy laws will be followed and documentation will be completed by administrators and used as documentation for court cases.			
5) Teachers will maintain hard copy attendance rosters to recognize attendance concerns for individual students.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) SIOP instructional strategies implemented in all core academic classes [T3]. (SG-R-ELL)			
2) SIOP peer facilitator will monitor instructional delivery, plan for the implementation of SIOP strategies, research instructional materials, and provide support to SIOP team teachers. [T3] (SG-R-ELL)			
3) The SIOP instructional aides will assist in the ELL classroom and in the SIOP classrooms to provide academic support for the ELL students (SCE). (SG-R-ELL)			
4) The SIOP peer facilitator will monitor grades, attendance, and discipline of all ELL students and make referrals to the IAT as needed [T3]. (SG-R-ELL)			
5) The SIOP classrooms will provide an opportunity for more one-on-one teacher attention and academic intervention. [SCE, T3] (SG-R-ELL)			
6) Student course selection and the high school graduation plans of the ELL students will be monitored by the SIOP facilitator and the school counselor to ensure successful high school completion [SCE].			
7) Interventions will be provided regularly for special education students including before/after school tutorials, parent conferences, home visits, and referrals to attendance courts when needed. (SG-Grad-SPED, SG-Read-SPED, SG-Bio-SPED, SG-Alg-SPED)			
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)			
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)			
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.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
12) Accessibility to Facilities - Home visits will be conducted if more information regarding a disability is needed.			
13) Alternative accessible sites will be suggested, evaluated and implemented if needed.			
14) The school shall operate each program, service, or activity so that when viewed in its entirety, it is readily accessible to and usable by individuals with disabilities. a. Students on the second floor of the building will be met at their classroom by evacuation teachers. b. These teachers will delegate authority over their classes to the teachers located in their immediate vicinity and proceed to the disabled student's classroom. c. For students not in wheelchairs, please proceed down the closest designated stairwell according to the fire evacuation maps located throughout the building. d. Evacuation chairs will be utilized for students in wheelchairs who are unable to be evacuated safely downstairs by the teachers noted above. e. In the event of evacuation chair use, 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.			
17) The overall IAT process will be explained to the parent and the IAT should schedule a meeting to consider the parent request.			
18) During the IAT meeting, the student's academic and behavior performance should be reviewed.			
19) If the IAT determines that an evaluation for special education is recommended, the evaluation specialist should begin the referral process.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
20) If the IAT determines that an evaluation is not warranted, the campus principal and Executive Director of Special Education shall be notified.			
21) The Executive Director of Special Education will review the information and consult with the campus principal. If the decision is made that the school district will not grant the parent request for an evaluation for special education, a Notice of Refusal form must be completed and given to the parent along with a Notice of Procedural Safeguards. Prior to sending the Notice of Refusal form to the parent, the Executive Director of Special Education or designee must review and approve the form.			
22) Parent request for child receiving services: A staffing should include the 504 chair, Evaluation Specialist, teacher, and other appropriate staff members.			
23) During the staffing, the student's academic and behavior performance shall be reviewed.			
24) If the staffing team determines that an evaluation for special ed is recommended, the Evaluation Specialist will begin the referral process.			
25) State Assessment Decision Making Process PMHS will review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held as soon as possible, to discuss accelerated/intensive program of instruction. (SG-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.			




















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
30) PBM/CTE: PMHS will maintain a campus PBM committee comprised of district and campus representatives.			
31) PMHS will monitor students on the campus PBM/CTE list and document student progress to determine if additional interventions or assistance is necessary for the academic and behavior success of the student.			
32) Four Year Plans: Counselors will meet with each student a minimum of two times a year to discuss career goals. The program of study (four-year plan) will be reviewed and updated at each of these meetings. (SG-G-SE, SG-G-AA)			
33) Monitoring of at-risk students: Students will be coded at-risk according to the state criteria.			
34) Students will be monitored by grade level AP, counselor, homeroom teacher and teachers to ensure that the at-risk status does not result in non-completion of high school.			
35) At-risk students will be encouraged to join PMHS clubs and organizations.			
36) School nurse will provide Pregnancy Related Services (PRS) including counseling, access to resources, Homebound services, and emergency care plan for teachers.			
37) McKinney-Vento Homeless Assistance Act students will be identified and monitored to ensure academic success, access to vouchers and access to school lunch program.			
38) A campus leadership team will be developed to monitor ELL and SE students as a result of missing one or more safeguards for state accountability. The safeguards are Reading for ELL and SE populations. (SG-R-SPED, SG-R-ELL, SG-Bio-SPED, SG-ALG-SPED, SG-Grad-AA, SG-Grad-SPED)			
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)			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Students who do not meet the credit requirement to advance to the next grade level will be scheduled in a rollback homeroom for teachers and advisors to provide additional support for academics, attendance, and behavior.			
2) Students who do not meet the credit requirement to be promoted to the next grade level will be enrolled in Edgenuity credit grade/credit recovery program to regain credit.			
3) PMHS will work directly with Community Evening School to provide flexible learning opportunities for students.			
<div>  = Accomplished  = No Progress  = Discontinue </div>			

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		
	Nov	Aug	Aug
1) The College Now Coordinator will work with all students, staff, and parents to promote college and career readiness.			
2) The focus on college entrance exams will begin in all 9th, 10th and 11th grade classrooms in addition to senior classrooms.			
3) AVID personnel will continue their support and focus on providing learning opportunities to all students to encourage college preparation through the Early College High School.			
4) All 9th, 10th and 11th grade students will take the PSAT.			
5) Partnership with the San Jacinto College shared planner will continue to guide students with college and career planning.			
6) SAT, TSIA, and PSAT prep sessions will be provided to students at minimal cost on campus.			
7) Colleges and universities will be invited to visit with students during lunch to provide application information.			
8) Students will be given opportunities to visit colleges through College Now.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Students enrolled in principles courses will complete a career exploration unit.			
2) Every student will participate in "Class Talks" presented by College Now coordinator and counselors. Topics will include information regarding career exploration and readiness.			
3) Military recruiters will be welcomed to the campus to visit with students regarding military career opportunities.			
4) Special Education students will participate in a transition fair which will provide them with information about post-high school careers. (SG-G-SE)			
<div>  = Accomplished  = No Progress  = Discontinue </div>			




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.






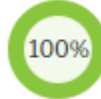





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Potential candidates will be screened by PISD Administration and scored based on specific criteria. PMHS will view scores and discuss whether the candidate meets the requirements for the job description.			
2) Potential candidates will be interviewed by a committee headed by the content area supervisor. A collaborative decision will be based upon the academic needs of the students served.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: We will develop a highly qualified staff through focused training, based upon teacher dialogue, surveys, requests, and district initiatives.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Regular training will be offered throughout the day during common conference periods and before/after school. The training will be relevant to the needs of the teachers as they prepare to serve our students.			
2) We will develop high quality first year-teachers through a mentoring program.			
3) We will develop high-quality veteran teachers who are new to our campus through a "buddy" program.			
4) We will utilize state compensatory funds to employee highly qualified staff in the content areas, as well as support positions and content specialists.			









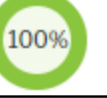
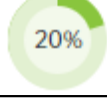
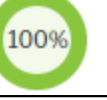



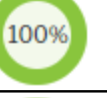
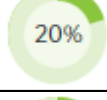
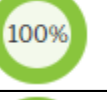
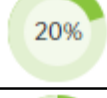
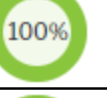


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			










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		
	Nov	Aug	Aug
1) Teachers will meet at least once a week with other teachers in their common subject area as a Professional Learning Community. The teams will focus on four areas of dialogue: What will we teach? How will we teach it? How will we know if students learned the material? What will we do if students did not grasp the material?			
2) Content team leaders will attend training on effective facilitation of team meetings. The training will focus on establishing norms, disaggregation of data, and tools for guiding dialogue.			
3) The administrative staff will give frequent public recognition to teachers who regularly provide rigorous, relevant instruction to our students.			
4) Teacher leaders will attend training and participate in external and internal instructional rounds.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Assistant Principals will be assigned to a grade level and remain with the grade level until the class has graduated to build relationships, ensure transitions each year and establish rapport with parents.			
2) Teach appropriate student behaviors through interventions such as counseling, individual student conferences, guest speakers/presentations, and parental involvement.			
3) Educate students, teachers, parents and administrators about violence prevention and intervention through a concentrated focus on bullying, conflict resolution, suicide prevention and harassment.			
4) Be proactive by identifying potential problems before they escalate by reviewing data and actively monitoring behavior in the classrooms, hallways, and common areas.			
5) Students will wear school-issued ID badges at all times during the school day.			
6) Maintain the tardy sweep program.			
7) Collect and analyze data from surveys distributed to students, parents, and teachers regarding the satisfaction of services provided by PMHS.			
8) Involve parents by holding regular booster club meetings, parent informational meetings, and Open House nights.			
9) Build community support by involving students and parents in grades K-8 in high school activities.			
10) Conduct home visits to students who are disengaged and exhibiting at-risk behaviors.			













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
12) Utilize the College Now Coordinator to provide additional support for student interest in college and career opportunities.			
13) Utilize the AVID teacher to provide additional academic support for at-risk students enrolled in the AVID class.			
 = Accomplished  = No Progress  = Discontinue			


















Performance Objective 2: PMHS attendance office will conduct on going attendance monitoring.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Pasadena Memorial High School will conduct parent conferences for students whose attendance rate needs improvement.			
2) Teachers will monitor student attendance rates in the classroom and report any irregularities to the administration and attendance office.			
3) Collaborate and communicate with the District Attorney and the truancy court judges to ensure parent and student compliance with state attendance laws.			
4) Continue automated call-out phone system to ensure all parents receive notification of student absences.			
5) Provide Saturday make-up sessions and/or tutorials for students who have not met the 90% attendance requirement rule for credit purposes.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Continue utilizing attendance committee for the purpose of reviewing the petitions for credit for those students who have extenuating circumstances.			
7) Teachers will maintain a tutoring log to accurately account for make-up time.			
 = Accomplished  = No Progress  = Discontinue			










Performance Objective 3: PMHS will encourage, maintain, and nurture a positive learning environment.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Appropriate behavior will be maintained through counseling, positive role modeling, parent communication, and when necessary, disciplinary actions.			
2) PISD Student Code of Conduct will be made available to all students. The handbooks will be referred to for clarification and definition of appropriate student behavior(s).			
3) Safe and Civil Schools will be implemented for school-wide student behavior management strategies including recognizing, celebrating, and rewarding positive and productive student behaviors.			
4) Leadership skills will be taught and nurtured through coordinated community service projects and business partnerships.			
5) Cooperative learning strategies will be implemented in all classrooms in order to promote positive student interactions.			
6) Student participation in clubs, organizations, and extra-curricular activities will be encouraged and monitored.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
7) The PMHS staff will promote, encourage, and monitor student participation in school pride activities such as pep rallies, bonfire, tailgating, athletic events, fine arts concerts, and clubs.			
8) Students will be represented by their peers on the Superintendent's Advisory Board, and the Principal's Advisory Board.			
9) Students will visit college campuses, attend college admission presentations, and be provided with information regarding college scholarship opportunities.			
10) Students will explore college admissions requirements with the help of the AVID program, Early College High School and College Now Coordinator.			
11) Students will participate in class officer elections, student council elections, homecoming and other student leader activities.			
12) Students will be encouraged to participate in academic, athletic, and fine arts UIL activities.			
13) 13) During homerooms and varied classroom time teachers will incorporate restorative discipline practices. These practices are defined as restorative circles.			
 = 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		
	Nov	Aug	Aug
1) PMHS students will participate in various activities to support community needs.			
2) Students will be recognized at the Pasadena Rotary and Noon Optimist each month.			
3) Students will be required to participate in 25 hours of community service each year to earn a cord for graduation.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: PMHS faculty and students will provide opportunities for community involvement and partnerships through campus activities.
















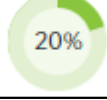

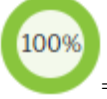


Next Year's Recommendation 2: Encourage more Spring activities.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) PMHS students will participate in Veteran's Day activities.			
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.			
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.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
<div> <div>  = Accomplished </div> <div>  = No Progress </div> <div>  = Discontinue </div> </div>			

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		
	Nov	Aug	Aug
1) Students and teachers will have access to technology in the classroom.			
2) Infrastructure to allow wireless capabilities will be maintained and working across the campus to support 1:1.			
3) Students will be allowed to use their personal telecommunications devices in classrooms for educational purposes at the teacher's discretion.			
4) Teachers will detail use of technology in their lesson plans and facilitate student use.			
5) Students have access to the Edgenuity credit and grade recovery program.			
6) All students will be issued a tablet as part of the district's 1:1 initiative.			
7) District 1:1 technicians will provide support to students when repairs or replacements are needed on devices.			
8) The campus technology committee will regularly evaluate success of 1:1 initiative implementation and will design a discipline policy for devices.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Technology Liaisons will offer monthly training opportunities to PMHS teachers to enhance their skills.			
2) PMHS Teachers will be encouraged to take E-courses and Webinars that will provide enrichment activities that incorporate technology into their classroom instruction.			
3) Campus Content Specialist for Instructional Technology will work with PLCs to incorporate technology into lessons and offer trainings to encourage incorporating technology.			
 = Accomplished  = No Progress  = Discontinue			









Miller Intermediate Performance Objectives 2019-2020

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		
	Nov	Aug	Aug
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?			
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			
 = Accomplished  = No Progress  = Discontinue			

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		
	Nov	Aug	Aug
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			
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)			
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)			
4) Students in need of math and/or literacy remediation will participate in Think Through Math (Math) and/or LLI/Saddlebook (Literacy).			
5) Provide dictionaries, thesauri, and other instructional resources for classroom instruction as well as state, district and campus-mandated testing.			
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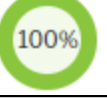
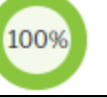

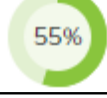

Performance Objective 3: All policies and procedures will be followed so that Miller is in compliance with Special Education requirements and all special education students receive appropriate services. Accountability Area Targeted: State Accountability




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/ Intensive Program of Instruction.			
2) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required time lines.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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 A/STAAR Alt (i.e., PLAFs, IEPs, deliberations) and (3) utilizing TEA required STAAR A and STAAR Alt Participation Requirement Forms.			
5) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.			
6) Campus will follow district policy to ensure students with disabilities have access to facilities.			
7) Campus will follow district procedures in addressing Transition requirements for students with disabilities.			
8) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.			
9) Student services provided will match the scheduled services identified in their IEP's.			
 = Accomplished  = 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 2020, all students will have participated in activities and received information on college and career topics.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) The PSAT test will be administered to eighth grade students and seventh graders will take the Kuder test.			
2) Lessons will be provided during homeroom that support college and career readiness for all students.			
3) All 8th graders will take a field trip to tour the Career Tech High School and learn about college/career options available to those who attend.			
4) Train selected teachers on AVID strategies to promote college-ready academic behaviors.			
5) Promote college readiness and participate in college week with daily activities.			
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.			
7) Students will have opportunities to participate in college field trips.			
8) Students will participate in individual planning sessions with the counselor regarding the career program of study.			
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.			







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
<div> <div>  = Accomplished </div> <div>  = No Progress </div> <div>  = Discontinue </div> </div>			

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.







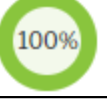
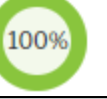
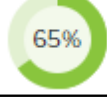


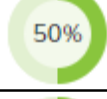

Performance Objective 1: Miller Intermediate will ensure that all staff will be highly qualified and support systems will be implemented to facilitate retention of effective employees.




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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		
	Nov	Aug	Aug
1) Build leadership capacity among staff by appointing team leaders who will participate in personal professional growth opportunities, be involved in decision-making, and lead the PLC process.			
2) Coordinate activities to promote and maintain team morale such as personal notes, cook-outs, Falcon Shout-Outs, teacher incentives, and team-building.			
3) 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.			
 = 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		
	Nov	Aug	Aug
1) Team leads will be trained in the RTI process.			
2) All faculty and staff will be trained in Youth Mental Health First Aid.			
3) The principal, assistant principals, and counselors will complete the necessary training to become a Level 1 Trauma Certified Practitioner- Education.			
4) All faculty and staff will attend training in Trauma Informed Care.			
5) Core teams will be trained in writing effective language objectives.			
6) Science teachers will attend Conference for the Advancement of Science Teaching (CAST).			
7) All faculty and staff will be trained in the campus PBIS system regarding school-wide procedures and classroom expectations.			
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.			
9) Instructional aides will receive training regarding their responsibilities for providing appropriate instructional support and collecting necessary data for SPED and LEP students.			
10) Teachers will attend technology professional development to learn additional strategies for blended learning, flipped learning, and video teaching.			
11) Faculty and staff will be trained on bullying to prepare them to recognize the behavior and address it.			






Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: Hire and retain staff trained to work with at risk students.




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Miller will hire teachers for the dual language program.			
2) Miller will hire Title 1 instructional aides to provide student support in the classroom.			
3) Miller will hire peer facilitators to provide at risk student support.			
 = 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		
	Nov	Aug	Aug
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.			
2) Offer parent education classes including multiple nutrition classes, gang awareness, internet safety, finance.			
 = 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

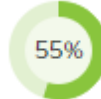



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Maintain current information on the school web site.			
2) Use Twitter, Facebook, Remind, and the phone call out system to communicate important dates and events at least twice each month.			
3) Increase participation in the Parent Ambassador group with parent volunteers to support school efforts to involve other parents on campus.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Maintain sign in sheets for volunteer opportunities that are provided to parents throughout the year.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Conduct parent education classes including college readiness, and health and wellness.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Students will participate in community service opportunities such as volunteering at the local church, participating in city food drive and toy drive.			
2) Miller will participate in the HOSTS program through which local high school students volunteer in classrooms to provide student support.			
3) Create a Community Outreach Team to actively seek out partnerships in the community.			
 = 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		
	Nov	Aug	Aug
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)			
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.			
 = Accomplished  = No Progress  = Discontinue			



Performance Objective 2: All students will know and abide by our PRIDE values (Guidelines for Success.)



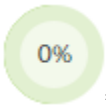

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Students will participate in the following PRIDE value activities: 1. Back to School lessons in HR 2. Mini-lesson updates 3. PRIDE pep rallies			
2) Faculty and staff will recognize students for modeling PRIDE values through the following: 1. Falcon Shout Outs 2. Phone calls home 3. Miller Money incentive			
3) Behavior expectations for common areas will be taught and posted in common areas in the context of our Guidelines for Success.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: By June of 2018, we will become a trauma-informed school.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
2) Students will participate in small group counseling sessions based on various social/emotional learning (SEL) topics			
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.			
4) Students will use an Action Based learning Lab for initial instruction as well as some for Tier 2 and Tier 3 behavior interventions.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: We will increase our campus attendance rate to at least 96.5% for the 2019-20 school year.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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 2020, there will be a reduction in the reported incidents of bullying as a result of Miller's Bully Prevention Campaign.













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Counselors will provide student lessons over topics including bullying vs. conflict, cyber-bullying, and how to report bullying.			
2) Teachers, counselors, principals and parents will communicate to effectively address bullying concerns.			
3) We will bring in speakers and have presentations such as the "Change Happens" group to speak with students about Bully Prevention.			
 = Accomplished  = No Progress  = Discontinue			








Milstead Middle School Performance Objectives 2019-2020

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.


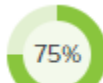










Performance Objective 1: By May 2020, 72% of 5th Grade Students will meet the progress standard and 50% of 6th Grade Students will meet their progress measure on the Reading STAAR.

Targeted or ESF High Priority







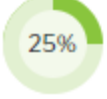





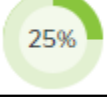




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will participate in weekly PLC meetings to align curriculum, assess student needs, and share resources and ideas to improve student achievement. PLC's will be facilitated by the campus instructional coach and be supported by the campus 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) 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 and tutorials.			
4) 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 2019.			
5) One-on-one conferring with each student will occur in each ELAR class at least once every two weeks throughout the school year.			
6) ELAR Teachers will conduct one peer observation per semester in order to reflect and enhance practices.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 7) A paraprofessional will implement Leveled Literacy Instruction (LLI) for struggling readers during enrichment.			
8) Provide dyslexia instruction to students identified with dyslexia.			
 = Accomplished  = No Progress  = Discontinue			
















Performance Objective 2: By June 2020, 88% of 5th Grade Students and 75% of 6th Grade Students will score at Approaching Standard or above; 51% of 5th Grade Students and 31% of 6th Grade Students will score at Met Standard or above; and 29% 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		
	Nov	Aug	Aug
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.			
2) Identify Essential Standards that are essential to student success. Utilize Essential Standards during instruction, enrichment, and ACE.			
3) Develop 2 questions per lesson that will be asked to students and are aligned with the rigor of the student expectation.			
4) Utilize small group instruction at least twice per week to focus on the use of manipulatives and metacognitive strategies.			
 = Accomplished  = No Progress  = Discontinue			





Performance Objective 3: By June 2020, 80% of 5th Grade Students will be at Approaches Standard for Science; 50% will be at Met Standard; and 15% will be at Mastered Standard 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 CBA.



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Administer Common Assessments and teacher made assessments and disaggregate data to measure student progress and adjust instructional techniques and objectives.			
2) Teachers will participate in weekly PLC meetings to align curriculum, assess student needs, and share resources and ideas to improve student achievement.			
3) Teachers will post student expectations and ELPS daily as guided by the district scope and sequence and assessment will be closely aligned to the content and cognitive level of the objective.			
4) Implement schoolwide research-based instructional strategies to support student learning. (Focus Areas: Interactive Notebooks, Questioning Strategies, Small Group Instruction with peers and teacher, and Metacognitive Strategies).			
5) Utilize Bloom's Taxonomy and Data Heat Map during team planning to ensure that instructional and assessment practices are closely aligned with the TEKS.			
6) Teachers will collaboratively develop and administer a minimum of 2 common assessments per nine weeks. Interventions will be provided for students that are unsuccessful.			
7) Teachers will incorporate technology, specifically one to one technology, to differentiate instruction and activities to better serve students needing intervention or enrichment.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: By June 2020, 70% 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 Social Studies District CBA Exams.



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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 2020, 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		
	Nov	Aug	Aug
1) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
2) Campus will follow district procedures regarding parental request for special education evaluations.			












Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR Acc/STAAR Alt (i.e., PLAFFs, IEPs, deliberations) and (3) utilizing District/State required STAAR Alternative Participation Requirement Forms. (SG-Science and Math/SE)			
4) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate bill 1196-Restraint Training and Texas Behavior Support Initiative requirements.			
5) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.			
6) Campus will follow district policy to ensure students with disabilities have access to facilities.			
7) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.			
8) Science Saturday Camp will be provided to special education students to provide interactive science lessons.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 6: By June 2020, the percentage of identified LEP students with satisfactory academic performance on the 2020 Math, Reading, and Science STAAR Tests will be at least 75%. In addition, at least 65% of LEP students will demonstrate progress.












Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Teachers will post specific content and language objectives aligned with the district scope and sequence. Language objectives will target listening, speaking, reading, and writing to support academic language acquisition.			
3) Analyze previous Spanish and English STAAR results and benchmark data to ensure that students are receiving instruction, accommodations, and taking the appropriate STAAR test.			
4) Provide Rosetta Stone during enrichment classes for recent immigrants.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 7: By June 2020, the average daily attendance (ADA) will be at least 96.5%.






Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Call students who are absent a second consecutive day.			
2) 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.			
3) Provide counseling services to students that are experiencing attendance issues due to social or emotional reasons.			
4) An attendance committee will be created to develop incentives and other programs to increase student attendance.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 8: By June 2020, 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		
	Nov	Aug	Aug
1) Families will be invited to attend family fitness nights in which they will participate in activities that increase health and wellness activities such as the Turkey Trot Jogging Night and Walk Against Drugs.			
2) CHAC Committee will meet monthly to ensure the interventions and actions from the campus improvement plan are being met and modified as necessary.			
3) Students will participate in physical activities during physical education.			
4) Students will participate in physical education assessment including two fitness gram assessments.			
<div>  = Accomplished  = No Progress  = Discontinue </div>			

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.











Performance Objective 1: Provide meaningful experiences through an innovative learning environment that meet the individual needs of each student. 90% of students using personalized learning will complete all of their power focus areas by June 2020

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide the Personalized Learning Program to students.			
 = Accomplished  = No Progress  = Discontinue			













Performance Objective 2: By August 2020, 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		
	Nov	Aug	Aug
1) Provide dual language classes for qualifying students to build capacity for bilingualism and biliteracy.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: By June 2020, 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		
	Nov	Aug	Aug
1) Advertise the program and recruit students using the marquee, flyers, and phone calls.			
2) Provide a variety of classes that will encourage students to participate in the afterschool program. Classes will focus on developing academic skills.			
3) Administrators will monitor ACE classes by conducting monthly walkthroughs.			
 = Accomplished  = No Progress  = Discontinue			

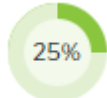
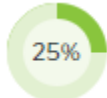








Performance Objective 4: By June 2020, implement an anti-bullying program to help reduce incidents of bullying by 25%.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide a bullying training session to all teachers and professional staff.			
2) Continue with peer mediation program to help reduce conflict between students and teach conflict resolution skills.			
3) Provide anti-bullying literature to parents through Parent Resource Center and during parent training sessions.			
4) Continue the implementation of conscious discipline and CHAMPS by providing training to new teachers and posting expectations in all common areas.			
5) Provide an anti-bullying presentation to all homeroom classes.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
<div> <div>  = Accomplished </div> <div>  = No Progress </div> <div>  = Discontinue </div> </div>			










Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: By June 2020, all students will have an awareness of 21st century career options and college requirements as measured by participation in campus activities.

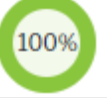


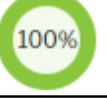





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide opportunity for 6th grade students to participate in the Kids2College Program.			
2) Provide college week activities to expose students to information about attending college.			
3) Provide mentors from the HOSTS Program to all at-risk students.			
 = Accomplished  = No Progress  = Discontinue			

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By June 2020, all teachers will consistently participate in professional development to increase student performance.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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 curricular integration and relevancy.			
2) Provide teachers with opportunities to participate in high-quality professional development, such as Conscious Discipline.			
3) Campus Coaches in the areas of ELAR/SS, Math, and Science will be provided as a support to all staff members. Campus Coaches will provide staff development opportunities, model lessons, and provide feedback based on teacher needs and expertise with the curriculum content. Campus Coaches will also attend PLC meetings to provide ideas on instructional techniques, suggestions for resources, and to maintain overall focus on district curriculum guidelines.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: By June 2020, 100% of new teachers will receive induction support.









Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers new to the district and new teachers will receive training on key district initiatives and required trainings such as CHAMPS and Effective Teaching Practices.			
2) New teachers will receive a mentor to provide support and assistance in all areas.			
 = Accomplished  = No Progress  = Discontinue			








Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: By June 2020, provide parent trainings in order to increase parental engagement on campus and increase parental involvement by 10%.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide training for parents on the following topics: Drug Abuse Prevention, Gang Awareness, Higher Education, Title I School-wide Components, Bullying Prevention, Internet Safety, Parenting, Health, and Nutrition.			
2) Provide opportunities for parents to discuss academic performance and expectations with the teacher at Meet the Teacher and Report Card Conferences.			
3) Provide parent engagement opportunities through the ACE Afterschool Program.			
 = Accomplished  = No Progress  = Discontinue			








Performance Objective 2: By June 2020, provide information about social and academic programs to parents.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide Tuesday Folders and Student Agendas to facilitate regular communication with parents.			
2) Continue to provide and update a parent resource center in the main office.			
3) Provide updated information on the school website, monthly calendars, through automated callouts, and Facebook.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
5) Host at least 2 Parent Engagement Events for the parents of students in the Connect Program.			
 = Accomplished  = No Progress  = Discontinue			





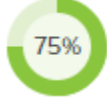






Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: By June 2020, increase the number of business and community partnerships by 10%.






Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Continue participation in community sponsored programs that provide social and academic support for our students, such as Backpack Buddies.			
2) Seek and develop new partnerships with the business and community that will provide support for our students.			
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>			

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: By June 2020, provide meaningful opportunities for students to utilize technology in the learning process.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide learning opportunities for students to master the technology TEKS through one to one technology.			
2) Increase technology integration in classroom lessons.			
3) Provide a Technology Elective for Students.			
 = Accomplished  = No Progress  = Discontinue			










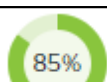
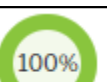

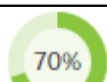


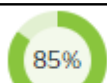


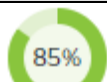


Performance Objective 2: At least 60% of core content teachers will implement blended learning to provide individualized learning opportunities to students by June 2020.























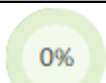

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide blended learning training to all staff members.			
 = Accomplished  = No Progress  = Discontinue			

Moore Elementary Performance Objectives 2019-2020






















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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Monitor curriculum implementation through campus walkthroughs			
TEA Priorities Build a foundation of reading and math 2) Implement the district scope and sequence for all courses in grades PK-4.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
TEA Priorities Build a foundation of reading and math 4) Integrate relevant literacy skills across all content areas.			
TEA Priorities Build a foundation of reading and math 5) Implement gradual release model for lesson design and delivery.			
TEA Priorities Build a foundation of reading and math 6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.			
TEA Priorities Build a foundation of reading and math 7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state science TEKS.			
















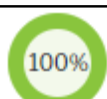
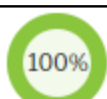
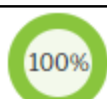



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 8) Use on-line databases, eBooks, books, and other resources for specific TEKS .			
TEA Priorities Recruit, support, retain teachers and principals 9) Provide staff development on utilization of on-line databases and resources.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.			
TEA Priorities Build a foundation of reading and math 12) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 13) Develop and provide research based instructional strategies and staff development plan for technology integration.			
TEA Priorities Recruit, support, retain teachers and principals 14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Analyze campus subgroup student performance on assessments, disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education participation.			
TEA Priorities Build a foundation of reading and math 2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.			
TEA Priorities Build a foundation of reading and math 3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Provide staff development on data disaggregation and how the data will drive instruction.			
TEA Priorities Build a foundation of reading and math 6) Use data disaggregation to drive instruction.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Create a staff development plan that supports implementation of district-wide initiatives.			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 6) Establish and support campus PLCs.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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.			
TEA Priorities Build a foundation of reading and math 2) Provide time and materials for purposeful reading during the school day.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Provide information to teachers regarding special reading needs of dyslexia students.			
TEA Priorities Build a foundation of reading and math 4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Provide staff development about reading strategies for at risk readers.			
TEA Priorities Build a foundation of reading and math 6) Provide library books and on-line resources to support all learning styles.			
 = 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		
	Nov	Aug	Aug
1) Follow district G/T identification procedures.			







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Promote G/T Summer Exploration Camp opportunities.			
3) G/T students will participate in the Texas Performance Standards Project.			
4) Students will be clustered and instructed by G/T certified teachers.			
5) Promote participation in the Duke Talent Search program in fourth grade.			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
TEA Priorities Build a foundation of reading and math 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.			
TEA Priorities Build a foundation of reading and math 3) Ensure the implementation of 504 accommodations for eligible students.			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
TEA Priorities Build a foundation of reading and math 5) Implement research-based programs designed to accelerate student learning.			
TEA Priorities Build a foundation of reading and math 6) Provide additional and individualized support to parents of at risk students.			
7) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.			
TEA Priorities Build a foundation of reading and math 8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collections.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			












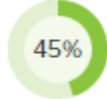






Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum			
TEA Priorities Build a foundation of reading and math 4) Implement the ESL scope and sequence at all grade levels.			
 = 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.
















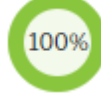





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			
TEA Priorities Recruit, support, retain teachers and principals 3) Create a crisis management plan, including safety drills			
TEA Priorities Recruit, support, retain teachers and principals 4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
TEA Priorities Recruit, support, retain teachers and principals 5) Provide Gang Awareness training and Character Education programs.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.			
7) Provide staff development concerning abuse and reporting obligations.			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Participate in district-wide coordinated school health initiatives.			
TEA Priorities Recruit, support, retain teachers and principals 2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instruction.			
5) Provide parent education opportunities for coordinated school health.			
 = Accomplished  = 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.










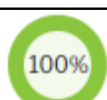

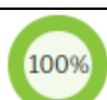
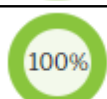
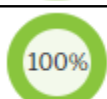
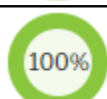



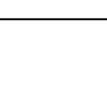
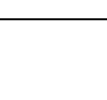
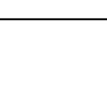
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Use district-wide grading standards that are linked to student expectations and are based on best practices.			
TEA Priorities Build a foundation of reading and math 2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.			
TEA Priorities Build a foundation of reading and math 3) Use grades and/or content specific grading rubrics.			
TEA Priorities Build a foundation of reading and math 4) Use district guidelines regarding the appropriate use of homework.			
TEA Priorities Build a foundation of reading and math 5) Use district-wide grade and/or content appropriate standards.			
TEA Priorities Build a foundation of reading and math 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: During the current school year, increase the campus attendance rate to 97% or above for all students.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problem.			




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			
 = 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 student are being met, including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines.			
5) Campus will follow district procedures regarding parental request for special education evaluation.			
6) Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documents clearly delineates the need for STAAR/STAAR Alt (i.e. PLAFF's, IEPS, deliberations) and (3) utilizing district/state required STAAR Alternative Participation Requirements forms			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
7) Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			
8) Campus will follow district policy to ensure students with disabilities have access to facilities.			
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.			
TEA Priorities Build a foundation of reading and math 10) Special Education teachers are included in training given in the area of dyslexia and related disorders			
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.			
TEA Priorities Build a foundation of reading and math 12) Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an Accelerated Instruction/Intensive Program of Instruction.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide the technical support needed to administer the required computer assessments.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom".			
TEA Priorities Build a foundation of reading and math 3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
 = Accomplished  = No Progress  = Discontinue			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) Encourage more students to attend college by promoting College Week.			
TEA Priorities Connect high school to career and college 2) Establish higher education promotion campaigns.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) Provide students with real world experiences that explore a wide range of careers.			
TEA Priorities Connect high school to career and college 2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			
 = Accomplished  = No Progress  = Discontinue			







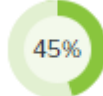














Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Provide support and staff development opportunities to increase skills in building relationships.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide mentorship and staff development opportunities to new personnel.			
TEA Priorities Recruit, support, retain teachers and principals 3) Expand leadership and mentoring opportunities for all staff.			
TEA Priorities Recruit, support, retain teachers and principals 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: 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.


















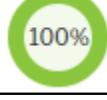



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Include parent education component in orientation programs.			
2) Provide parent education programs on various topics.			
TEA Priorities Build a foundation of reading and math 3) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
4) Provide parent workshops regarding reading with children, on-line resources, and eBooks.			
5) Provide instructional resources for parents on the campus website.			
TEA Priorities Build a foundation of reading and math 6) Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title 1 information, and TAPR data, test results, etc.			
 = 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		
	Nov	Aug	Aug
1) Promote student/parent/business involvement through volunteerism and community service.			
2) Promote service organizations for students in school (Student Council, School Helpers, etc.)			
TEA Priorities Recruit, support, retain teachers and principals 3) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers, 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: 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		
	Nov	Aug	Aug
1) Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning.			
2) Provide opportunities to attend behavior management trainings.			
3) 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.			
TEA Priorities Recruit, support, retain teachers and principals			
4) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.			
5) Implement and age appropriate and vertically aligned guidance curriculum.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide training to campus Medical Emergency Response Team (MERT) by incorporating Stop the Bleed			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide opportunities for employees to be trained in personal safety.			
TEA Priorities Recruit, support, retain teachers and principals 3) Provide opportunities for staff to attend district ALICE trainings.			
TEA Priorities Recruit, support, retain teachers and principals 4) Develop and implement campus Emergency Operation Plans and safety drills, including unification plan.			
 = Accomplished  = No Progress  = Discontinue			




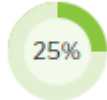


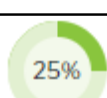
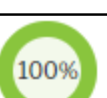
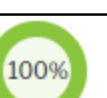
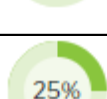
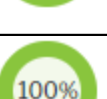
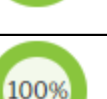




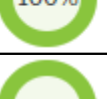
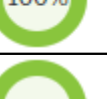
Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

















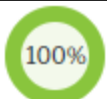
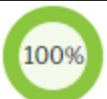

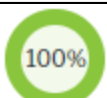
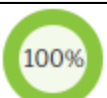
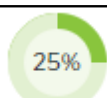


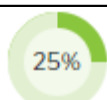


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
 = Accomplished  = No Progress  = Discontinue			




Morales Elementary Performance Objectives 2019-2020

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.







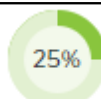


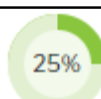
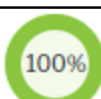
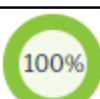
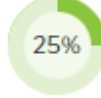



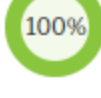
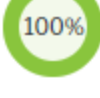



Performance Objective 1: During the current year, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor curriculum implementation through campus walkthroughs.			
TEA Priorities Build a foundation of reading and math 2) Implement the district scope and sequence for all courses in grades PK-4			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Provide campus-based staff development to ensure consistent implementation of curriculum and rigor and relevance standards			
TEA Priorities Build a foundation of reading and math 4) Integrate relevant literacy skills across all content areas			
TEA Priorities Build a foundation of reading and math 5) Implement gradual release model for lesson design and delivery			
TEA Priorities Build a foundation of reading and math 6) Use standardized rubrics for measuring responses fro all writing assignments and/or assessments of all content areas			




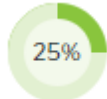

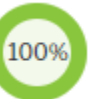



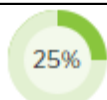
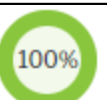
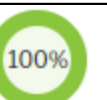
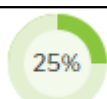
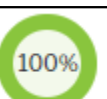
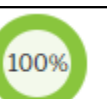
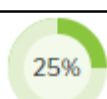
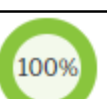
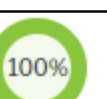
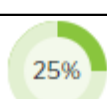
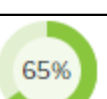
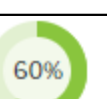



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 7) Ensure that all Science classes incorporate hands-on and outdoor laboratory activities in alignment with state science TEKS.			
TEA Priorities Build a foundation of reading and math 8) Use online databases, eBooks, books and other resources for specific TEKS			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 9) Provide staff development on utilization of online databases and resources			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 11) Build and convene content area curriculum committees to share successful implementation of research-based instructional practices			
TEA Priorities Build a foundation of reading and math 12) Provide instructional materials and implement research-based strategies based on a daily basis that promote a variety of learner engagement techniques			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 13) Create master schedules that will provide common planning time for teams of teachers and promote times for PLC's			
TEA Priorities Build a foundation of reading and math 14) Use assessment data to develop grouping arrangements and provide support for students based on specific student expectations.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 15) Develop and provide research-based instructional strategies and staff development plan for technology integration.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = 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 retentions.






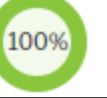
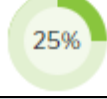
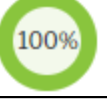
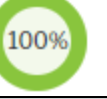
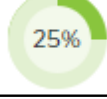

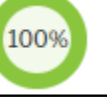









Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Analyze campus subgroup student performance on assessments, disaggregated by ethnicity, economic status, migrant status, homeless status, ELL status, and special education participation			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Provide staff with longitudinal data on the percentage of ELL students making progress toward English proficiency			
TEA Priorities Build a foundation of reading and math 3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments			
TEA Priorities Build a foundation of reading and math 4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process			
TEA Priorities Build a foundation of reading and math 5) Provide staff development on data disaggregation and how the data will drive instruction			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 6) Use data disaggregation to drive instruction			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Create a staff development plan that supports implementation of district-wide initiatives			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Teachers will attend training opportunities for problem-solving and higher-level questioning/thinking skills needed to increase rigor			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Teachers will attend training opportunities for curriculum components needed to increase rigor and relevance			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Develop a staff development plan that provides differentiated levels of instructional, administrative and support staff			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 6) Support and strengthen campus PLC's			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 7) Allow time for consistent vertical, horizontal and team planning, as well as campus-based staff development			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 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			
TEA Priorities Build a foundation of reading and math 2) Provide time and materials for purposeful reading during the school day			
TEA Priorities Build a foundation of reading and math 3) Provide information to teachers regarding the special reading needs of dyslexia students			
TEA Priorities Build a foundation of reading and math 4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Provide staff development about reading strategies			
TEA Priorities Build a foundation of reading and math 6) Provide library books and online resources in support of all learning styles			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Follow district GT identification procedures to increase the number of identified GT students			







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Promote GT summer camp opportunities			
3) GT students will participate in the Texas Performance Standards Project			
4) GT students will be clustered and instructed by GT certified teachers or teachers in the process of becoming GT certified			
5) Campus will promote the participation of the Duke Talent Search in 4th grade			
6) Implement GT pullout program for identified GT students			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for at-risk learners.			
TEA Priorities Build a foundation of reading and math 2) Campus intervention committee will develop plans for students failing a portion of the STAAR test and students failing a subject area			













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Ensure the implementation of 504 accommodations for eligible students			
TEA Priorities Build a foundation of reading and math 4) Use data from common formative assessments for early identification of individuals who might be at-risk of not mastering TEKS			
TEA Priorities Build a foundation of reading and math 5) Implement research-based programs designed to accelerate student learning			
TEA Priorities Build a foundation of reading and math 6) Provide additional and individualized support to parents of at-risk students			
7) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collection.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum.			
TEA Priorities Build a foundation of reading and math 4) Implement the ESL scope and sequence with fidelity throughout all grade levels			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Implement Conscious Discipline strategies with students			
TEA Priorities Build a foundation of reading and math 2) Provide mediation, conflict resolution, anti-bullying and Conscious Discipline training opportunities for students and staff 3) Create a crisis management plan, including safety drills			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Provide training and implement effective strategies through PBIS tenets and strategies to reduce inappropriate behaviors			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Provide character education programs			








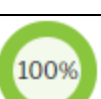
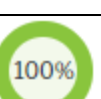

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 6) Utilize behavior specialists to provide intervention strategies and develop an intervention plan for students with chronic misbehaviors			
TEA Priorities Recruit, support, retain teachers and principals 7) Provide staff development concerning abuse and reporting obligations			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Participate in district-wide coordinated school health initiatives			
2) Establish a campus health safety advisory committee to develop and support coordinated school health goals and objectives			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis			
4) Administer FitnessGram and use reports to drive instruction			
5) Provide parent education opportunities for coordinated school health			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			










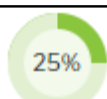
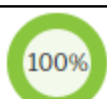
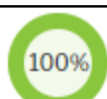
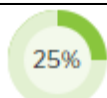

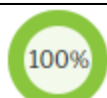
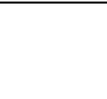
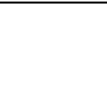
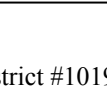
Performance Objective 10: During the current year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.













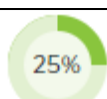
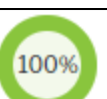
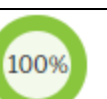
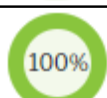
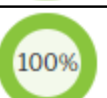
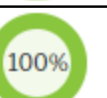
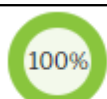
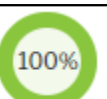
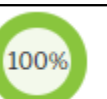



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Use district-wide grading standards and grading standards that are linked to student expectations and are based on best practices			
TEA Priorities Build a foundation of reading and math 2) Record grades that accurately communicate mastery or non-mastery of specific student expectations			
TEA Priorities Build a foundation of reading and math 3) Use grades, common formative assessments, and/or content specific grading rubrics			
TEA Priorities Build a foundation of reading and math 4) Use district and campus guidelines regarding the appropriate use of homework			
TEA Priorities Build a foundation of reading and math 5) Use district-wide grade and/or content-appropriate retest standards (common formative assessments and common summative assessments)			
TEA Priorities Build a foundation of reading and math 6) Using an RtI model, students who are failing will be identified and will receive appropriate interventions in a timely manner			
 = 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		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential and existing attendance problems			
2) Use attendance incentives to recognize and promote outstanding attendance			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Monitor ARD paperwork to ensure IDEA transition components are addressed during the ARD process			
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate timelines			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties			
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required timelines			
5) Campus will follow district procedures regarding parental request for special education evaluation			

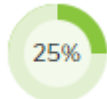








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Campus will work collaboratively with the district special education office to document appropriate state assessment decision making process for students with disabilities by: 1) use of data from progress monitoring, CBA's, etc., to make determinations 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			
7) Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with restraint training and Texas Behavior Support Initiative requirements			
8) Campus will follow district policy to ensure students with disabilities have access to facilities			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 9) Campus will provide instructional materials and training for all teachers working with students with disabilities			
TEA Priorities Build a foundation of reading and math 10) Special education teachers are included in training given in the area of dyslexia and related disorders			
11) Campus will monitor the number of students with disabilities being served in the least restrictive environment			
TEA Priorities Build a foundation of reading and math 12) Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an accelerated instruction and/or intensive program of instruction			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 13: Student and Teacher access to technology will increase according to the District Technology Plan.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Provide the technical support needed to administer all required IStation assessments			
TEA Priorities Build a foundation of reading and math 2) Classrooms will be equipped with at least the minimum requirements for the 21st century classroom			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the district technology plan			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements			
 = 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, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.













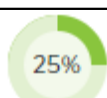
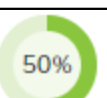
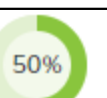



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Encourage more students to attend college by promoting College Week.			
TEA Priorities Build a foundation of reading and math 2) Establish higher education promotion campaigns.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Encourage more students to attend college by promoting College Week			
2) Establish higher education promotion campaigns			
 = Accomplished  = No Progress  = Discontinue			

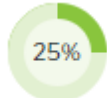























Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Provide support and staff development opportunities to increase skills in building relationships			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide mentorship and staff development opportunities to new personnel.			
TEA Priorities Recruit, support, retain teachers and principals 3) Expand leadership and mentoring opportunities for all staff.			
TEA Priorities Recruit, support, retain teachers and principals 4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			
TEA Priorities Recruit, support, retain teachers and principals 5) Provide peer observation opportunities			
 = 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.

















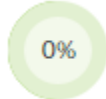

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Include parent education component in orientation programs			
2) Provide parent education programs on various topics			
TEA Priorities Build a foundation of reading and math			
3) Provide parent workshops regarding reading with children, online resources, and eBooks			
4) Provide instructional resources for parents on the campus website or on social media.			
5) Provide educational resources for parents on the website.			
6) Provide opportunities for parents to attend grade level and content specific meeting to share expectations, strategies, Title 1 information, and TAPR data.			
 = 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		
	Nov	Aug	Aug
1) Promote student/parent/business involvement through volunteerism and community service			
2) Promote service organizations for students in school (Student Council, Safety Patrol, etc.)			
3) Implement Campus Spotlight and/or awards for exceptional service (i.e., Teacher of the Year, Paraprofessional of the Year), Volunteers)			
4) Participate in See to Succeed program			
5) Participate in HOSTS junior mentor program			
 = 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.





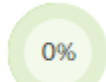

Performance Objective 1: During the current school year, we will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the district's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning.			
2) Provide opportunities to attend training in behavior management			
3) 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.			
4) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior			
5) Implement an age-appropriate and vertically aligned guidance curriculum.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide training to campus Medical Emergency Response Team (MERT) by incorporating Stop the Bleed.			
2) Provide opportunities for employees to be trained in personal safety.			
3) Provide opportunities for staff to attend district-sponsored ALICE trainings.			
4) Develop and implement campus Emergency Operation Plans and safety drills including a reunification plan.			
 = Accomplished  = No Progress  = Discontinue			





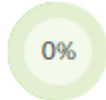

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures, and experience civic duty responsibilities.			
 = Accomplished  = No Progress  = Discontinue			







Morris Middle School Performance Objectives 2019-2020

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 2019 STAAR to the 2020 STAAR and district CBA's. Students will show growth in reading and math as evidence by MAP data.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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			








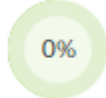

Performance Objective 2: Response to Intervention will be implemented with fidelity to ensure that all students learn at high levels.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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			


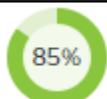
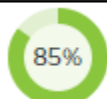
Performance Objective 3: 80% of identified LEP students will meet the state average on all STAAR assessments and the district average on district assessments.




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: Morris Middle School special education students will show a 5% increase on state and district assessments.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
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.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Enrichment time will include components of mental and physical health. Counselors will provide SEL lessons for enrichment teachers to utilize and PE will support brain brakes.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
<div> <div>  = Accomplished </div> <div>  = No Progress </div> <div>  = Discontinue </div> </div>			










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		
	Nov	Aug	Aug
1) Professional Development for programming held at Morris will focus on improving PLC's and mastering the use of the four essential questions.			
2) Teachers will be provided the time necessary, during the school day, to participate in professional development and provide individual student support			
 = 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 2019-2020

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) We will offer perfect attendance incentives throughout the year for students.			
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.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Provide quick and quality Tier II intervention for students by continuing morning tutoring based on PLC discussion and will use enrichment time to pull small groups based on specific needs.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will use formative and summative assessment data to create student lists and lessons for Tier II and III Intervention.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: 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		
	Nov	Aug	Aug
1) A campus counselor and district BRT specialist (as needed) will host group counseling sessions based on need to encourage self improvement, 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.			
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.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Teachers will meet with PF's to create a goal and conduct monthly coaching cycles to collect evidence on goal attainment.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Campus administrators will assign mentor teachers who have proven success using CHAMPS and the four campus instructional focus areas, to all new teachers.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: 100% of teachers on campus will meet highly qualified status.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			



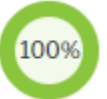



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) We will hire and retain quality staff dedicated to the learning of all students			
 = Accomplished  = No Progress  = Discontinue			

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, 2020







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
2) We will ensure teachers attend training designed to support special populations in their class such as SIOP, SDI and other best practice PD.			
 = Accomplished  = No Progress  = Discontinue			

Goal 5: We will pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: By June, 2020, increase parent engagement/involvement by 10% in school related activities.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) We will utilize funds to hire a counselor/parent coordinator to provide direct support to parents and families.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) We will foster connections with our community by inviting them to attend and present at campus curriculum night, campus food drives, Penny's for Patients and by sharing important campus events with The South Belt Leader and other community correspondence outlets.	 10%	 100%	 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		
	Nov	Aug	Aug
1) Students will receive tools and supplies needed to ensure proficiency with the technology standards.			
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>			

Park View Intermediate Performance Objectives 2019-2020




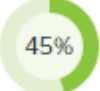
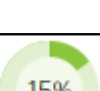

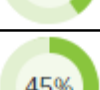


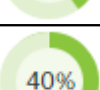
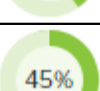
Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.








Performance Objective 1: Performance Objective 1: By June 2020, the percentage of students with satisfactory academic performance on the 2020 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		
	Nov	Aug	Aug
1) Administer MAP and common teacher assessments and disaggregate data to measure student progress and adjust instructional techniques and objectives. CSF Academic Performance - SG -SPED			
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,			
3) Teachers will post content and language objectives in STAAR friendly language daily as guided by the district's scope and sequence and assessment will be aligned to the content and cognitive level of the objective. CSF Academic Performance			
4) Implement school wide research-based instructional strategies to support student learning - tablets, 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			
5) Students will participate in the district science fair or STEM fair. CSF Academic Performance			
6) Teachers will use higher level questioning strategies to create a team and/or specifically grouped thematic units. CSF Academic Performance, SPED			
7) Grade reporting will be implemented to effectively communicate student achievement to students, parents, teachers and administrators. CSF Academic Performance -			




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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			
9) All departments will take common assessments to determine student success within an SE. CSF Academic Performance SG - SPED			
10) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
11) Students will be drafted in to SPUR time based on the STAAR assessment, common assessments, and MAP testing for intensive tutoring of math, reading, writing, science and social studies. SG: SPED			
12) We will provide intensive intervention in math and reading through RTI classes. SG: SPED			
13) Through Personalized Learning, students will work through content at their own individualized pace.			
14) Provide Extended Day Learning Opportunities for at-risk students.			
15) Utilize plan4learning software to develop and monitor the CIP.			
 = Accomplished  = No Progress  = Discontinue			










Performance Objective 2: By June 2020, 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		
	Nov	Aug	Aug
1) Park View will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. CSF Academic Performance			
2) Provide accommodations and materials to ensure that students identified as special education are being successful. CSF Academic Performance			
3) Park View will follow district procedures regarding parental request for special education evaluations. CSF Academic Performance			
4) Park View will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by 1) use of data from progress monitoring, MAP, 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			
5) Park View will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements. CSF Academic Performance			
6) Identified special education students will participate in 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			
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 facillitation students. CSF Academic Performance SPED			
8) Monitor Special Education student success through ESPED on a regular basis. CSF Academic Performance			
9) Special education students who did not perform satisfactory on the state assessment will be provided with special interventions per ARD - accelerated instruction, RTI... CSF Academic Performance, SG -SPED			
10) Park View will follow district policy to ensure students with disabilities have access to facilities. CSF Academic Performance			
11) Park View will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting. CSF Academic Performance			

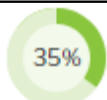
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
12) Special Education Aides and Title 1 Aides will be utilized and trained to support special education students - CSF Academic Performance SG - SPED			
13) Co-teach and SF classes will be in place for students requiring support facilitation. CSF Academic Performance SG - SPED			
14) Park View will follow district procedures in addressing transition requirements for students with disabilities. CSF Academic Performance			
15) Utilization of a Health Care Professional to meet health care needs.			
 = Accomplished  = No Progress  = Discontinue			









Performance Objective 3: By June 2020, the percentage of identified EL students with satisfactory academic performance on the 2020 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		
	Nov	Aug	Aug
1) A collaborative meeting with ESL teachers will be held on a monthly basis to identify specific strategies for instructional implementation in the EL classroom. CSF Academic Performance -SG SPED			
2) Administrators and teachers will utilize TELPAS reports to determine the rate of progress with English Language proficiency and determine appropriate interventions to serve students who are at risk of failing. CSF Academic Performance			
3) Use assessment data and classroom observations to create small group instruction opportunities within the classroom setting to provide accelerated instruction. CSF Academic Performance - SG SPED			




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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			
5) Analyze STAAR results and benchmark data to ensure that students are receiving instruction, accommodations and taking the appropriate STAAR test. CSF Academic Performance SG - SPED			
6) LPAC Committee will meet throughout the year (grading periods, mid year and end of year) to review assessment data to determine progress of EL's .CSF Academic Performance			
7) Teachers will review formative and summative assessment data to identify areas where more support is needed. CSF Academic Performance			
8) EL Aides will be utilized and trained to support ELs who are in a structured setting. CSF Academic Performance SG SPED			
9) Tutorials and Extended Day will be offered to support ELLs' academic success. CSF Academic Performance SG -SPED			
 = Accomplished  = No Progress  = Discontinue			









Performance Objective 4: By June 2020 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		
	Nov	Aug	Aug
1) Provide Pre-AP classes to identified gifted and talented students. CSF Academic Performance			




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Provide students with the opportunity to participate in Tweens Reading, Spelling Bee, Name That Book Competition.... CSF Academic Performance			
3) Provided opportunities for students to participate in Texas Performance Standards Projects. CSF Academic Performance			
4) Provide training opportunities for teachers to learn teaching strategies for our GT population.			
5) Extended day opportunities will be provided to GT students to help further excel their success.			
6) GT students will work on projects during specific SPUR intervention time.			
 = Accomplished  = No Progress  = Discontinue			





Performance Objective 5: By June 2020, the average daily attendance will be at least 96%. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor daily attendance reporting to ensure accuracy in state reporting. CSF Academic Performance			
2) Call students who are absent for three consecutive days. CSF Academic Performance			
3) Call the parents of students that are tardy to school. CSF Academic Performance			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Provide written notification to parents or guardians regarding 3 unexcused absences and the potential referral to legal authorities. Send out attendance contracts after 10 absences. CSF Academic Performance			
5) Provide counseling services to students who are experiencing attendance issues due to social or emotional reasons. CSF Academic Performance			
6) Make home visits to those students experiencing extreme attendance issues. CSF Academic Performance			
7) Actively pursue leavers and potential dropouts. CSF Academic Performance			
8) Recognize and reward perfect attendance throughout the school year with a variety of incentives CSf Social Performance			
 = Accomplished  = No Progress  = Discontinue			










Performance Objective 6: By June 2020, 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		
	Nov	Aug	Aug
1) The committee will meet regularly to ensure the interventions and actions from the campus improvement plan are being met. CSF School Climate			
2) Students will participate in Universal Breakfast. CSF School Climate			
3) Students will participate in daily physical activites during physical education. CSF Academic Performance			






Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Students will participate in physical education assessment including two fitnessgram assessments. CSF Academic Performance			
 = 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 2020, implement an anti-bullying program to help reduce incidents of bullying by 60%. Accountability Area Targeted: State Assessment








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide bullying training to all teachers and professional staff. CSF School Climate			
2) Continue with peer mediation program to help reduce conflict between students, and teach students conflict resolution skills. CSF School Climate			
3) Provide anti-bullying literature to parents through the counseling center. CSF School Climate			
4) Continue the implementation of Safe and Civil and CHAMPS by providing training to new teachers and posting expectations in all common areas. CSF School Climate			
5) Provide Safe and Civil Schools training to all new teachers to ensure a safe environment for our students. CSF School Climate			
6) Students will be recognized and rewarded for honorable behavior that promotes a sense of citizenship. 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			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: By June 2020, 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		
	Nov	Aug	Aug
1) Provide college week activities to expose students to information about attending college. CSF Academic Performance			
2) 7th grade students will be administered the KUDER career inventory test through a project to determine career interests. CSF Academic Performance			
 = Accomplished  = No Progress  = Discontinue			

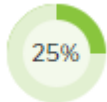



Performance Objective 3: By June 2020, the percentage of at-risk students that demonstrate satisfactory academic performance will be equal to or greater than the state average. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide academic and counseling support for qualifying at-risk students on campus. CSF Academic Performance - SG SPED			
2) Intervention Assistance Team (IAT) will meet monthly to identify and discuss strategies for assisting those students in need. Interventions will be documented. CSF Academic Performance - SG - SPED			
3) All students will be provided with tutoring services such as Khan Academy. CSF Academic Performance - SG -SPED			
4) Provide in class support to at-risk students using a Title 1 Aide and Instructional Paraprofessional. CSF Academic Performance - SG SPED			
5) Provide reading intervention instruction to struggling readers and students diagnosed with dyslexia through a direct dyslexia reading class, as well as using Khan Academy during math classes. CSF Academic Performance - SG - SPED			
6) Provide additional instruction through tutoring to students in need of assistance. CSF Academic Performance - SG - SPED			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
7) The CIS programs will be utilized to provide academic and emotional support for at-risk students. CSF Academic Performance. SG - SPED			
8) Provide opportunities for teachers to attend trainings and observation time for teacher-to-teacher observation.			
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			
10) Extended day services will be utilized for enrichment activities to push our higher level learning students towards to more fulfilling educational experience. Higher level students will be able to participate in a more rigorous program.			
 = 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 2020, 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		
	Nov	Aug	Aug
1) Provide college week activities to expose students to information about attending college. CSF Academic Performance			
 = Accomplished  = No Progress  = Discontinue			






Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By June 2020, 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		
	Nov	Aug	Aug
1) Teachers will actively participate in bi-weekly team meetings to discuss instructional objectives and language objectives as guided by district timelines, techniques for instructional delivery and cross curricular integration and relevancy. CSF Teacher Quality			
2) ELAR CCS and Campus Instructional Coaches in the areas of SS, Math and Science will be provided as a support to all staff members. Campus Instructional Coaches and CCS will provide staff development opportunities, model lessons and provide feedback based on teacher needs and expertise with the curriculum content. Campus Instructional Coach and CCS will also 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			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: By June 2020, 100% of new teachers will receive induction support. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers new to the district and new teachers will receive training on key district initiatives and required trainings such as CHAMPS and Effective Teacher Practices. CSF Teacher Quality			
2) New teachers will receive a mentor to provide support and assistance in all areas. CSF Teacher Quality			
3) New teachers will receive training on school-wide instructional strategies such as data disaggregation. CSF Teacher Quality			








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Campus Instructional Coaches will provide training on the usage of 1 to 1 technology. CSF Teacher Quality			
5) All teachers will continue professional development growth to ensure success within their content areas.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: By September 2020, 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		
	Nov	Aug	Aug
1) Create interview team to help select teachers that meet the requirements to be highly qualified. CSF Teacher Quality			
2) Create profiles for all teaching vacancies to ensure that new staff members share common goals and beliefs about education. CSF Teacher Quality			
 = Accomplished  = No Progress  = Discontinue			






Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: By June 2020, 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		
	Nov	Aug	Aug
1) Provide training for parents on the following topics: Title 1 School-Wide Components, ESL, English Acquisition. CSF Family Engagement			
2) Host academic nights that focus on family participation and engagement in student achievement goals in the areas of language arts, math, science and social studies. CSF Family Engagement			
3) Provide opportunities for parents to meet teachers and sign up for parent conferences during Open House. CSF Family Engagement			
4) Parents to new 7th grade Cowboys will be invited to Cowboy Orientation to meet the faculty and staff and tour the campus. CSF Family Engagement			
 = Accomplished  = No Progress  = Discontinue			





Performance Objective 2: By June 2020, we will provide information about social and academic programs to parents. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide parents with a monthly calendar of events, as well as, the Cowboy Chronicle. CSF Family Engagement			
2) Provide updated information on the school website and the Park View Facebook page. CSF Family Engagement			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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			


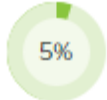




Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: By June 2020, we will increase the number of business and community partnerships by 25%. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Seek and develop new partnerships with the business and community that will provide support for our students. CSF Family Engagement			
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>			

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: By June 2020, 80% of teachers will participate in at least 3 hours of technology training. Accountability Area Targeted: State Assessment
















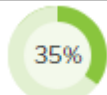
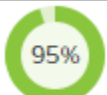
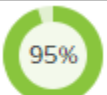
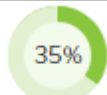
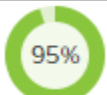
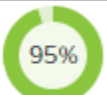






Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Encourage teachers to participate in district technology training. CSF N/A			
2) Provide technology training on campus. CSF N/A			
3) Provide One-to-One training to all teachers. CSF N/A			
 = Accomplished  = No Progress  = Discontinue			































Parks Elementary Performance Objectives 2019-2020

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.











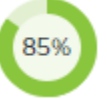








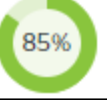






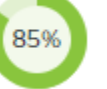
Next Year's Recommendation 1: Continue working to complete each strategy.




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Utilize a master schedule that provides common planning time for all grade level PLCS to develop curriculum based lessons.			
TEA Priorities Build a foundation of reading and math			
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.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools			
5) Promote an effective delivery of instruction that is aligned with the scope and sequence by scheduling grade level PLC meetings.			
TEA Priorities Build a foundation of reading and math			
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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 7) Use Thinking Maps, graphic organizers, foldables, quick writes, questioning stems, and other open-ended response techniques to check for understanding and to incorporate writing in all core subject areas.			
TEA Priorities Improve low-performing schools 8) Implement the Marzano Nine, Big 8, Kagan Questioning, and other research-based strategies in all classrooms to encourage higher order thinking.			
TEA Priorities Build a foundation of reading and math 9) Use manipulatives and other concrete objects when introducing new math concepts.			
TEA Priorities Improve low-performing schools 10) Submit writing samples monthly; review samples and use standardized rubrics to measure responses for all writing.			
11) Visit the science lab to complete experiments each week and incorporate hands-on activities that are aligned with the TEKS during classroom science activities.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 12) Implement differentiated research-based instructional strategies such as small and whole group instruction, cooperative grouping, and workstation activities in all core subject areas.			
13) Use standardized rubrics for measuring responses for writing assignments and/or assessments in all content areas.			
14) Implement the gradual release model for lesson design and delivery.			
TEA Priorities Improve low-performing schools 15) Utilize content area curriculum committees to share successful implementation of research-based instructional practices and to review alignment across grade levels.			
 = Accomplished  = 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.

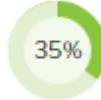
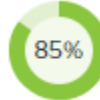
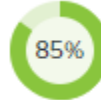












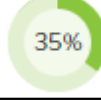
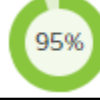




Next Year's Recommendation 2: Continue working collaborative to complete each strategy in this objective







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) Review 2019 reading and mathematics STAAR results and set individual goals for each 3rd and 4th grade student.			
TEA Priorities Improve low-performing schools 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.			
3) Review and share longitudinal data on the percentage of ELLs making progress towards English proficiency.			
4) Administer common assessments, reading inventories, and CBAs to all K-4th grade students; analyze and use the collected data to create instructional groups to provide real-time intervention and enrichment support.			
5) Monitor and track common assessment data; compare district and campus results; make instructional adjustments to ensure student success.			
6) Utilize a school-wide tracking chart to display students' assessment performance.			
7) Conduct weekly data discussions with PLC teams and make instructional adjustments to ensure the success of all students.			
8) Use data binders to collect and organize student information; review information during planning and/or PLC meetings to make instructional decisions to promote student success.			
9) Provide professional development opportunities for all staff on the intervention and special education referral process.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = 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 using effective strategies to reach this objective





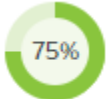













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide campus based professional development to ensure consistent implementation of the district's curriculum.			
2) Schedule monthly campus-based professional development opportunities, that are based on needs assessment data, and utilize strategies in all classrooms.			
3) Participate in district focus training and share new information with other team members.			
4) Schedule quarterly planning meetings to review the alignment of the scope and sequence, discuss effective instructional practices, and share information with grade level representatives.			
5) Continue using Conscious Discipline resources during PD meetings; discuss and implement Conscious Discipline strategies in all classrooms.			
6) Offer technology training based on the needs of individual teachers.			
7) Review information from the books: Guided Math, Guided Math in Action, 7 Effective Strategies, Think Read Think Write and implement strategies in classrooms.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Support campus professional learning communities and provide time in the master schedule for teams to collaborate.			
 = Accomplished  = 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.




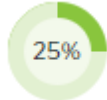
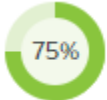

Next Year's Recommendation 4: Continue using strategies to obtain this objective



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Attend district-led focus training and share information from the training with other staff members.			
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.			
3) Include an enrichment class in the PIE rotation to provide reading and mathematics support.			
4) Utilize Word Walls to develop vocabulary by arranging walls by high frequency words and core subject areas.			
5) Develop and implement IPPs for students who qualify to participate in the dyslexia program.			
6) Establish AR goals for students to encourage them to read and complete AR tests to improve comprehension skills.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
7) Provide PD opportunities and coaching support; monitor the implementation of the strategies during instruction.			
8) Use sentence stems to encourage students to talk in complete sentences while using academic vocabulary.			
9) Integrate problem solving while teaching math concepts and require students to use the problem solving mat.			
10) Follow the scope and sequence to ensure the implementation of strategies provided in the writing timeline.			
11) Provide library books to support all learning styles.			
 = 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: Follow the objective to help students grow and develop


































Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Follow the district's GT identification procedures.			
2) Encourage all classroom teachers to attend professional development training in order to obtain GT certification.			




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Provide six-hour GT update training for certified Parks staff members.			
4) Offer a weekly pull-out program to provide opportunities for gifted and talented students to participate in a variety of enrichment activities.			
5) Encourage identified gifted and talented students to complete a standards-based project and present the project during a district event.			
6) Cluster group students who are identified as GT and provide a differentiated curriculum designed to meet their individualized needs.			
7) Invite gifted and talented students to participate in the district's GT camp in order to provide advanced learning opportunities during the summer.			
 = Accomplished  = 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 utilize effective strategies to help students reach their highest potential
























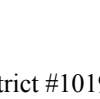
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide PD training to review the intervention process and to teach effective progress monitoring strategies.			
TEA Priorities Build a foundation of reading and math 2) Include PIE time in the master schedule and provide appropriate Tier II and III support for students based on information collected from data sources.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Develop Individualized Program Plans for students who qualify for the 504 programs and share plans with staff and student's parents.			
4) Conduct intervention assistance team (IAT) meetings every 6-8 weeks to review student data and progress monitoring reports; develop appropriate individualized or small group intervention support based on the collected data.			
5) Implement research-based programs designed to accelerate student learning.			
6) Train selected staff and use the LLI program to provide additional support for Tier III and SPED students.			
7) Provide intervention support (during the school day and after school) for 3rd and 4th grade students who are not meeting the student expectations.			
8) Provide intervention support (during the school day for K, 1st, and 2nd grade students who are reading at least one grade level below the expected level.			
9) Share student data with the ACE coordinator and encourage him to invite at-risk students to participate in the after-school program.			
10) Select HOSTS volunteers to mentor selected students who qualify to receive the additional support.			
11) Participate in transition meetings to support ELLs as they move from 4th grade to 5th grade.			
TEA Priorities Build a foundation of reading and math 12) Provide support for Tier II and Tier III students and collect data to monitor their progress.			
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.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = 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.







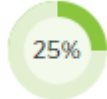








Next Year's Recommendation 7: Continue to provide the appropriate supports based on the needs of students



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Follow the district's bilingual continuum.			
2) Follow the district's scope and sequence for providing ESL to all ELLs and appropriately implement instruction in core subject areas.			
TEA Priorities Build a foundation of reading and math			
3) Discuss ELPS objectives during grade level planning meetings and implement strategies in all classrooms.			
4) Schedule quarterly bilingual PLC meetings and provide professional development opportunities for staff.			
5) Purchase a variety of Spanish library books and other resources.			
6) Select bilingual students to participate in the Spanish Helping One Student to Succeed (HOSTS) program.			
7) Provide all day PK for students who participate in the bilingual program.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Invite bilingual PK and kinder ELLs to participate in the pre-school ELL summer school program and share information with parents to encourage them to allow their child to participate.			
9) Meet with middle school staff members to review bilingual student information to help them make a smooth transition.			
 = Accomplished  = 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.




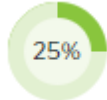


Next Year's Recommendation 8: Continue to implement effective strategies to help us meet the objective
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Participate in campus and district employee wellness challenges and other coordinated school health initiatives. Share information with other staff.			
2) Establish a Campus Health Advisory Committee (CHAC) that will meet quarterly to discuss employee wellness activities and support coordinated school health goals and objectives.			
3) Participate in a variety of events that promote healthy living: Walk for Sight, Walk for Diabetes, Jump Rope for Heart, etc. and invite students, staff and parents to participate.			
4) Invite parents, staff and students to participate in the Parks Fun Run; share tips, information and resources with parents.			
5) Schedule a campus health fair and invite community partners to participate in the event to share health related information with all stakeholders.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Provide frequent brain breaks during the instructional day by using Brain Smart Start Conscious Discipline strategies.			
7) Encourage all PK-4th grade students to participate in daily physical fitness before, during PE classes.			
8) Include a 15-20 minute recess in the schedule for PK-4th grade classes.			
9) Administer pre and post Fitnessgram assessments to all eligible 3rd and 4th grade students and use reports to drive instruction.			
10) Use CATCH lessons during instructional time on monthly WOW days and share health eating habits during announcements.			
 = Accomplished  = 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.










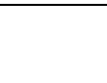
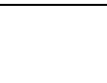
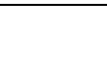
Next Year's Recommendation 9: Follow the performance objective from this school year

























Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Use District grading standards, that are linked to student expectations and based on research-based practices, in all first through fourth grade classes.			
2) Use specific grading rubrics for students in kindergarten, 1st, and 2nd grades.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Use subject based grading for 3rd and 4th grade students.			
4) Share report card grades, that accurately communicate mastery or non-mastery on specific student expectations, with parents.			
5) Share the standard based report card and rubrics with K-2nd grade parents to help them understand the grading procedures.			
6) Use an RTI model to identify students who are in jeopardy of failing and provide timely and appropriate intervention support.			
 = Accomplished  = 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 implementing effective strategies to increase the attendance rate




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor and document daily and weekly attendance data, conduct quarterly attendance conference, and recognize classes and individual students with excellent attendance.			
TEA Priorities Build a foundation of reading and math			
2) Utilize the campus intervention programs to provide specific strategies for students with potential attendance problems.			
3) Display class and grade level attendance percentages and share daily and weekly attendance information during announcements.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Contact parents of students who are not in the classroom by 8:15 to determine the reason for the absence; encourage students to come to school if possible.			
5) Contact parents after a student is absent two consecutive days and document information obtained from parents.			
6) Encourage students to arrive on time and recognize their efforts periodically; contact parents of tardy students.			
7) Randomly select weekly attendance celebrations for classes without any tardy students.			
8) Monitor student attendance and provide additional support for students and their parents when they are approaching six unexcused absences.			
9) Share attendance expectations and goal with parents and conference with parents to review the Parent/Teacher Compact.			
10) Review attendance reports and visit classrooms to visit with each student after they return to greet them with a "welcome back" greeting.			
 = 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 working towards reaching the objective













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Schedule annual or revision ARD meetings in order to develop IEPs designed to meet the needs of each student and provide appropriate support, accommodations, and/or modifications.			
2) Review the previous year state assessment results for each student with a disability. Schedule an ARD meeting, as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction for students who did not meet standards on any assessment.			
3) Review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.			
4) Monitor special education evaluations to ensure initial referrals are conducted within the appropriate timelines.			
5) Provide additional training and instructional resources for each grade level inclusion teacher and all other staff members working with students with disabilities.			
6) Work collaboratively with the district special education office to ensure initial evaluations are completed within the required timelines.			
7) Follow district procedures regarding parental request for special education evaluation.			
8) Work collaboratively with the District special education office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.			
9) Work collaboratively with the District SPED office to document appropriate state assessment decision-making processes for students with disabilities by using data from progress monitoring and CBAs/common assessments to make determinations regarding state assessment, ensuring ARD documents clearly delineates the need for STAAR A or STAAR Alt; utilize the TEA required STAAR A and STAAR Alt II Participation Requirement Forms.			
10) Follow district procedures in addressing transition requirements for students with disabilities.			
11) Follow district policy to ensure students with disabilities have access to facilities.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = 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: Continue working to meet the objectives outlined in the area



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide the necessary technical support required to administer the iSTATION assessment.			
2) Ensure all classrooms are equipped with interactive white boards, LCD projectors, document cameras, and other devices to help create 21st Century learning environments.			
3) Use technology in the PIE schedule and allow students to use Think Through Math, Dream Box, and I-Station to review concepts.			
4) Increase the integration of technology into the instruction, curriculum, and assessment as outlined in the District Technology Plan.			
5) Make Kindles available for classroom use.			
6) Provide technology PD opportunities for all staff to encourage the integration of technology into instruction.			
7) Use the mobile labs in all K-4th grade classrooms for research and other effective learning opportunities.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Create and utilize interactive flip charts in classrooms.			
9) Encourage teachers to use ActiVotes and ActiVexpressions to check for understanding of concepts and for formative assessments.			
10) Use programs such as Extra Math, Raz-Kids, etc. to help students review a variety of concepts.			
 = 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 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 to implement and monitor the objective

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide students with real world experiences that explore a wide range of careers.			
2) Invite community representatives to visit the campus to provide opportunities for students to explore various careers on Career Day.			
3) Share information about a variety of careers during morning announcements weekly.			
4) Increase availability of library books for students related to diverse careers.			
5) Utilize a weekly ACE session for students to explore diverse career options.			
 = 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 to implement the documented performance objective










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Promote awareness of a variety of colleges and universities on the first Tuesday of each month and during College Week.			
2) Invite parents to attend the PISD College Night and share information that will help them prepare for their child's future.			
3) Display high school and college graduation years outside of each certified staff member's classrooms and encourage students to learn the informatoin.			
4) Display college flags/banner in cafeteria.			
5) Provide opportunities for eligible students to participate in the Duke Talent Search program.			
6) Organize ACE after-school classes by university names, encourage students to research their assigned school, and teach new facts about selected colleges.			
7) Create college information posters and display on each certified teachers door; share information with students during college week.			
 = Accomplished  = 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 to implement the present performance objective

























Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Participate in the Pasadena ISD job fair in order to recruit highly qualified teachers.			
2) Assign a mentor to all first year certified staff and provide a buddy teacher for all experienced teachers new to the campus.			
3) Provide additional support for new staff members by collaborating during meetings, modeling lessons in the classroom, and sharing resources as needed.			
4) Require new teachers to attend Effective Teaching Practices training and provide instructional support on campus.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			
6) Schedule new teacher meetings and provide additional face-to-face meeting opportunities throughout the year.			
7) Encourage all staff members to serve on campus-based committees in order to expand their leadership skills.			
8) Provide coaching support for each certified staff member, basing decisions on each teacher's individualized needs.			
9) Recognize staff in a variety of ways during the school year.			








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
10) Establish a Courtesy Committee to provided support and celebration(s) for staff members.			
11) Plan campus social events during the year to develop personal relationships with others colleagues.			
 = 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 to implement the strategies outlined in the performance objective



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide educational resources for parents during parent meetings and on the parent resource table.			
2) Encourage parents to participate in a variety of parenting classes and encourage them to volunteer on campus.			
3) Schedule an Open House meeting during the first weeks of school to share Title I information and give parents and opportunity to meet teachers, administrators, and staff.			
4) Schedule first quarter report card conference and meet with parents to review and sign the parent, teacher, student compact.			
5) Invite parents to participate in monthly Family Library Night to allow them to check out up to eight books in order to read with their child(ren) at home.			
6) Schedule grade-level Book Breakfast/Family Library time for parents to share reading strategies and check out library books that can be used at home.			
7) Schedule S.T.E.A.M night share effective academic strategies with parents.			
8) Require ACE parents to attend a minimum of two school events each semester.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
9) Invite parents to participate in the annual Fall festival to promote family, school, and community relationships.			
10) Invite parents to participate in the annual Spring Fiesta to promote family, school, and community relationships.			
 = 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 stated performance objective

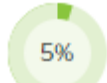





























Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Administer a parent survey to gather feedback on effective communication skills, opportunities for parent involvement, parenting skills, and school climate.			
2) Communicate with parents by utilizing weekly Tuesday folders to inform parents of 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.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Share STAAR assessment expectations with the parents of 3rd and 4th grade students during an informational meeting.			
7) Schedule a parenting meeting to share science fair information and post important documents and schedules on the campus website.			
8) Schedule grade level music programs to showcase students' talents in fine arts and present programs to parents, students, and staff.			
9) Schedule Coffee with the Principals meetings to give parents and other stakeholders opportunities to participate in decision-making.			
TEA Priorities Build a foundation of reading and math 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			
 = Accomplished  = 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: Follow same performance objective

























Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Invite community and business leaders to participate in S.T.E.A.M academic night.			
2) Invite community and business members to assist students with reading as HOSTS mentors.			











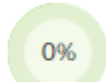

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Invite business and community members to participate in Career Day.			
4) Encourage high school students to provide support in a variety of ways during special events held at Parks.			
5) Receive dictionaries for all third grade students from Rotary Club members.			
6) Work with community organizations to provide support for needy students and their families during the holiday season.			
7) Collaborate with the Houston Food Bank and other community partners to provide support for students who participate in the ACE program.			
8) Celebrate and appreciate business partners by encouraging staff and students to write thank you cards for the representatives.			
9) Encourage students and staff to donate food items for community activities.			
10) Recognize and appreciate our first responders by creating a Patriot's Day celebration.			
11) Invite community healthcare service providers to attend the campus Health Fair.			
 = 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 implemented the present goal







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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		
	Nov	Aug	Aug
9) Work collaboratively with our BRT representative to provide support for students with chronic behavior concerns.			
10) Require all staff members to have Gang Awareness training.			
11) Collect and review discipline data and develop individual plans for repeat offenders.			
 = Accomplished  = 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.











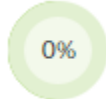

Next Year's Recommendation 2: Continue implementing the present performance objective

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.			
2) Provide training opportunities for all employees on blood borne pathogens, child abuse overview, diabetes, anaphylaxis, hazardous materials, and Stop the Bleed.			
3) Establish a crisis team and schedule an emergency drill each semester to practice safety procedures.			
4) Provide medicine procedure training for staff members assigned to administer medication to students when the nurse is unavailable.			
5) Provide mass casualty incident training and establish a Mass Casualty Incident Process Map in accordance with the district plan.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Promote W.A.T.C.H D.O.G program to involve dads to participate in school activities as positive role models.			
 = Accomplished  = 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: Will continue this performance objective

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide ongoing crisis management training and document all emergency drills.			
2) Establish safety protocols for all common areas and field trips.			
3) Require staff members to follow safety procedures and document all accidents.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: The Parks staff will implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.





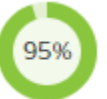










Next Year's Recommendation 4: Continue the implementation of this objective

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide support for student and staff participation in a variety of service projects.			
2) Encourage fourth grade students to participate in a variety of campus service clubs.			
3) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
4) Provide opportunities for 2nd and 3rd grade students to assist in the library each week.			
 = Accomplished  = No Progress  = Discontinue			

Pasadena High School Performance Objectives 2019-2020






Goal 1: 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: During 2019-2020, we will increase staff and student technology proficiencies and improve overall communication avenues.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Offer professional development to teachers and administrators that will set technology usage expectations.			
2) Staff will increase technology proficiency through technology professional development opportunities.			
TEA Priorities Connect high school to career and college			
3) Promote technology resources to students that aides them in CCR and provides them with 21st Century Skills.			
4) Use online websites and current PISD software and apps to improve channels of communication.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: We will provide consistent support to staff and students by working alongside district specialists













Next Year's Recommendation 2: Consider special education in the virtual learning environment.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Schedule regular campus visits with district personnel: SpED LEP Curriculum and Instruction BRT			
<div>  = Accomplished  = No Progress  = Discontinue </div>			



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: Increase CCMR for students to 60% of students having CCMR qualifications by the end of their Junior year.

Next Year's Recommendation 1: Follow through on the 2019-2020 plans.







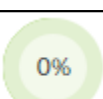
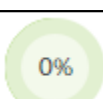
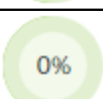
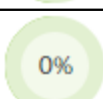



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) The College Career Counselor will be presenting at the next faculty meeting to ensure all staff is aware of CCMR readiness standards			
TEA Priorities Connect high school to career and college 2) College Now counselor will work with all grade levels to educate them on CCMR readiness standards			
TEA Priorities Connect high school to career and college 3) Establish a clear system for monitoring and updating the CCMR list			
TEA Priorities Connect high school to career and college 4) Review documentation as a CCMR team to determine best course of action for each student who is not yet college ready.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Increase enrollment in Advanced Academics programs such as AP/Dual Credit by 15%

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) College Now Coordinator will work with Academic Counselors to present and promote opportunities to enroll in advanced academic programs for 9-11 grade students.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 2) Target qualifying students based on data and conduct individual meetings to encourage students to participate in Dual credit.			
 = Accomplished  = No Progress  = Discontinue			









Performance Objective 3: CTE: Achieve a pass rate of 85% on qualifying CCMR certification exams.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) CCMR exams will be offered in 100% of the respective pathways			
TEA Priorities Connect high school to career and college 2) 100% of CTE teachers will attend training on CTE curriculum			
TEA Priorities Connect high school to career and college 3) STEM and AV pathways will implement supplemental programs by Nov 1 and all other pathways will utilize supplemental programs by beginning of Spring semester.			
TEA Priorities Connect high school to career and college 4) Teachers will allow all students to retest who fall below proficiency on certification exams (when possible)			
TEA Priorities Connect high school to career and college 5) All teachers will implement reading skills practice related to their certification.			
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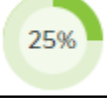
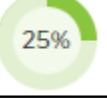

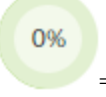

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Administrators will be involved in district recruitment efforts









Next Year's Recommendation 1: Find a campus replacement for Jennifer Stewart's position in district recruiting.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) All administrative staff including campus content specialists will participate in district recruitment events.			
TEA Priorities Recruit, support, retain teachers and principals 2) At least one member of the administrative staff will be a member of the district recruitment team			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Department leaders will include content team teachers in the active recruitment and hiring of new team members








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Each department leadership team will train teachers on the process of serving on interviewing panels			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: Provide continuous support and coaching to our new hires in order to achieve a retention rate of more than 95%








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Actively recognize teacher successes throughout the year			
TEA Priorities Recruit, support, retain teachers and principals 2) CCSs and Appraisers will work with teachers on an individual basis to improve instruction, develop quality connections, and to support educator growth.			
 = 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: Build quality relationships with local business owners









Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Create a campus coalition to focus on building relationships with stakeholders			
2) Develop opportunities for business owners to work with our students on and off campus			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Establish clear and consistent communication with parents that is accessible to everyone.









Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Implement regular call outs to parents for weekly updates			
2) Teacher to parent communication expectations established and monitored			
 = 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: Decrease the number of access points into our buildings

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) A campus map will be created identifying the number and location of all Blue Wave doors and a time schedule will be utilized to lock and unlock doors.			
2) PHS will require all staff and students to wear IDs on campus			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Prepare all staff and students for emergency situations through conducting drills and delivering open communication

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) PHS will conduct an ALICE drill with students			
2) Continuous updates for all emergency procedures for all staff			
 = Accomplished  = No Progress  = Discontinue			


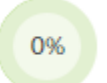




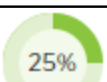
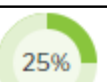
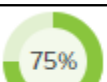
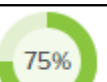



Performance Objective 3: Counseling department will develop a comprehensive counseling program that will include structures to increase the emotional support provided to students

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Develop a clear plan of action for meeting the emotional needs of the students			
2) Administrative use of district designed threat assessment tool			
 = Accomplished  = No Progress  = Discontinue			










Goal 6: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1:










ELA: Effective implementation of key research-based instructional practices from training in the areas of writing, reading, SDI, AVID, SIOP will be observed at least once per week in every classroom.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) All teachers will attend targeted training on writing strategies that target SDI and SIOP.			
TEA Priorities Build a foundation of reading and math 2) Attend AVID training, campus-based or district.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Attend district focus meetings, district PLCs, and district curriculum writing.			
TEA Priorities Build a foundation of reading and math 4) Weekly PLC lesson plans will include key strategies related to the population served.			
TEA Priorities Build a foundation of reading and math 5) Effective implementation of strategies on a weekly basis			
 = Accomplished  = No Progress  = Discontinue			








Performance Objective 2: ELA: Increase the percentage of EOC passing scores by 10% in comparison to the previous year's scores.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) All teachers will utilize Eagle Time with targeted lessons based on data from CBAs, CFAs, and mock exams.			
TEA Priorities Build a foundation of reading and math 2) Teacher will reference objectives throughout the lesson daily.			
TEA Priorities Build a foundation of reading and math 3) Teachers will utilize opportunities for students dialogue to increase understanding in daily lessons.			
 = Accomplished  = No Progress  = Discontinue			










Performance Objective 3: ELA: Close the performance gap between ELLs, SpEd, and general education students by 10%.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Develop effective partnerships with district specialists in the area of LEP and SpEd in order to provide maximum support to our teachers by fostering shared responsibility through mentoring/modeling effective collaboration models and practices			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Implement effective and consistent use of SDI strategies for support of SpEd students			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Implementation of effective and consistent use of SIOP strategies for support of LEP students			
 = Accomplished  = No Progress  = Discontinue			





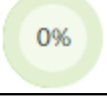
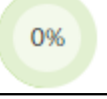



Performance Objective 4: ELA: Growth in ELA college readiness will increase to 80%

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) 100% of teachers will build initial teach lessons that execute the elements of the Madeline Hunter lesson cycle (anticipatory set, objectives/purpose, input, modeling, checks for understanding, guided practice, independent practice, and closure.			
TEA Priorities Build a foundation of reading and math Connect high school to career and college 2) Identify and successfully recruit 70% of eligible students to enroll in and pass dual credit English classes			
 = Accomplished  = No Progress  = Discontinue			



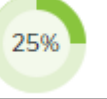
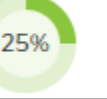
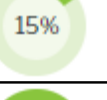
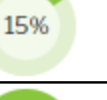



Performance Objective 5: MATH: PHS Math teachers will deliver high quality instruction that is equitable and consistent among teachers of the same course.




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Weekly PLC meetings with purposeful agenda aligned to campus goals.			
TEA Priorities Recruit, support, retain teachers and principals 2) CCS and/or AP presence and guidance at meetings and CCS perform walkthroughs.			
TEA Priorities Build a foundation of reading and math 3) CCS along with team members create common assessments. All teachers of the same course administer at least 2 common assessments each six weeks, district or campus created.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 6: MATH: Increase the number of students scoring 530 (CCMR benchmark) or above on Math SAT scores.

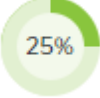
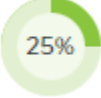






Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Recruit students to enroll in SAT prep course for local credit			
TEA Priorities Connect high school to career and college 2) Incorporate SAT day weekly in Geometry courses.			
TEA Priorities Connect high school to career and college 3) Promote student participation in free after school prep sessions			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 7: Science Goal: 90% of all students will receive credit for their science course by the end of year.









Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Identifying cohort of ~15 students needing content specific interventions Intervention Strategies: AVID, Eagle Time , Parent Contact			
2) Provide students with clear description of intended learning outcomes			
3) Parent phone calls will be made to students at the end of the second and fifth week of the six weeks			
4) Provide accommodations for special education students based on IEPs.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			








Performance Objective 8: Science Goal: 22% of all science students will perform at mastery level on Biology STAAR.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will provide a mastery-level question(s) for students to answer at the end of notes/assignments daily.			
2) Students on the bubble between "meets" and "masters" will participate in an Eagle Time section			
 = Accomplished  = No Progress  = Discontinue			






Performance Objective 9: Science Goal: % of special education students who "Meet" standard on Biology STAAR will be within 5% of the % of general ed students who "Meet" standard on Biology STAAR.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide accommodations for special education students based on IEPs			
2) Lesson plans will reflect effective planning for the role of the Support Facilitator Teacher			
 = Accomplished  = No Progress  = Discontinue			









Performance Objective 10: Science Goal: Percent of LEP students who "Meet" standard on Biology STAAR will be within 5% of general ed students who "Meet" standard on Biology STAAR.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide students with a clear description of the intended demonstration of learning outcomes			
2) Provide structured speaking opportunities			
 = Accomplished  = No Progress  = Discontinue			








Performance Objective 11: Science Goal: Increase participation in AP science courses by 5%

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Plan with grade-level counselors to enroll students into AP science courses.			
 = Accomplished  = No Progress  = Discontinue			



Performance Objective 12: ELL: Increase TELPAS Student progress indicator by at least 10% this year.




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Introduce Flipgrid to grade level content classes with the expectation of using it once per 6 weeks			
2) Create a dedicated Eagle Time for undrafted LEP students where they can practice their Speaking and Writing			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 13: ELL Students enrolled in ESOL: Increase the approaches rate on Eng 1 & 2 STAAR by 10%









Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Analyze and Target TEKS for English 1 and 2			
2) Include more rigorous materials for ELLs in ESOL classes			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 14: ELL: Decrease ELL truancy by 10%







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Create a monitor list of students in Skyward. Monitor attendance.			








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 15: SpEd: Increase Sped Graduation Rate by 20% from 71.4% (2018) to 85.7%












Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Target sped students who have chronic unexcused absences (between 9-15) per semester. Phone contact with parents, attendance contracts, and meetings with parents.			
2) Conduct failure meetings with teachers and case-managers when a sped student fails two consecutive six weeks.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 16: Social Studies: During the 2019-2020 school year the US History department will increase mastery STAAR scores from 38% to 43%















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will use data from Common Assessments and district CBAs to identify students that are at meets and will draft those students for eagle time and focus interventions on mastery of power standards			
2) Teachers will use Mock data to look at those students who received meets/15% of students above and below meets passing standard will be a part of a 10-day intensive after school blitz to close the gaps between meets and masters scores. Teachers will rotate two times a week in which students will be assigned based on their own personal areas of weakness (up to Cold War).			
3) During class instruction and after assessments teachers will spiral in STAAR questions three times weekly in to their lesson plans.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Teachers will set goals and action steps to meet goals with each student after 2nd grading period district CBA and meet with students every three weeks to check progress and work on next steps.			
5) Teacher will use the STAAR Lock-In to focus on the AP US History students and PECHS students in order to increase their Mastery Scores.			
 = Accomplished  = No Progress  = Discontinue			











Performance Objective 17: Social Studies: The US History department will increase SPED percentage of approaches by 10%

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will identify SpEd students that are 10% below approaches and draft them for Eagle Time.			
2) Teachers will, after each common assessment, determine which SPED student has not meet standard and will small group them within the next few days to give them an explanation of what they did not understand in hopes of giving them a deeper understanding.			
3) Teachers will invite 100% of their SPED students to a tutorial (RAFT) after school every week in order to go over big ideas of the week and practice skills with STAAR like exam questions the exam with their students.			
4) SF Partnership will meet consistently to plan using IEP accommodations.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 18: Social Studies: During the 2019-2020 school year Social Students will increase participation on the AP social studies exam. At the end of the year, AP Social Studies will increase participation on the EXAM to a level of at least 15.6 percent.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) 100% of students enrolled in a Social Studies AP course will sign up for an AP exam.			
2) 10% of new enrollees at the senior level will be invited to enroll into second semester AP courses.			
3) All teachers with students enrolled in an AP Course will provide a mandatory tutorial session once a week during the second semester to prepare students for the AP Exam in May.			
4) Teachers will designate Eagle Time for students enrolled in AP Course.			
 = Accomplished  = No Progress  = Discontinue			












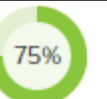






Performance Objective 19: Social Studies: During the 2019-2020 school year US History will have 95% of their students earn credit by the end of the school year.

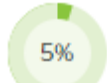


























Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will ensure that 100% of their students failing with a 50-69 will be given enrollment form for edgenuity to receive credit before the end of the grading period.			
2) Teachers will ensure that 100% of students with attendance issues and that are in danger of not receiving credit because of truancy, are ensuring that they take advantage of "make-up" time.			
3) Teachers will call 100% of their failing student's parents to inform them of their efforts, and or elicit help from them and document 100% of their efforts in Simple Schools.			
 = Accomplished  = No Progress  = Discontinue			

Pearl Hall Elementary Performance Objectives 2019-2020






















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		
	Nov	Aug	Aug
1) Monitor curriculum implementation through campus walkthroughs.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Implement the district scope and sequences for all courses in grades PK-4.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) Provide campus-based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
4) Integrate relevant literacy skills across all content areas.			
5) Implement gradual release model for lesson design and delivery.			
6) Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas.			



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
7) Ensure that all science classes incorporate hands-on and lab activities in alignment with state Science TEKS.			
8) Use online databases, eBooks, books, and other resources for specific TEKS.			
9) Provide staff development on utilization of online databases and resources.			
10) Provide staff with the training necessary to implement differentiated research-based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.			
11) Build and convene content area curriculum committees to share successful implementation of research-based instructional practices.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 12) Provide instructional materials and implement research-based strategies, such as the Big Eight, on a daily basis to promote a variety of learner engagement techniques.			
13) Develop and provide research-based instructional strategies and staff development plan for technology integration.			
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation.			
2) Provide staff with longitudinal data on the percentage of ELL students making progress toward English proficiency.			
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.			
4) Provide staff development opportunities for regular education teachers on the intervention and Special Education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction.			
6) Use data disaggregation to drive instruction.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide data talks on differentiation/scaffolding designed to meet the learning needs of every student.			













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
4) Teachers will attend training opportunities for curriculum components needed to increase rigor and relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
6) Support campus PLC's.			
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
2) Continue/maximize the campus use of Accelerated Reader.			
3) Provide time and materials for purposeful reading during the school day.			















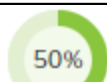
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Provide information to teachers regarding special reading needs of dyslexia students.			
5) Identify student reading levels to monitor reading improvement, and align reading materials to their instructional level.			
6) Provide staff development about reading strategies.			
7) Provide library books and online resources to support all learning styles.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Follow district GT identification procedures.			
2) Promote GT Summer Exploration Camp opportunities.			
3) GT students will participate in Texas Performance Standards Project.			
4) Students will be clustered and instructed by GT certified teachers.			






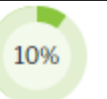
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 5) Implement GT Pullout program for identified students.			
6) Promote participation in the Duke Talent Search program in 4th grade.			
 = Accomplished  = No Progress  = Discontinue			








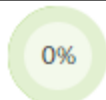

Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
2) Campus Leadership Team (CLT) will develop plans for students failing a portion of the STAAR test and for students in danger of failing a subject area.			
3) Ensure the implementation of 504 accommodations for eligible students.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 5) Implement research-based programs designed to accelerate student learning.			

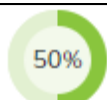

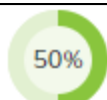












Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 6) Provide additional support to parents of at-risk students.			
7) Participate in transition meetings to support LEP students as they move from 4th to 5th grade.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collection.			
2) Provide opportunities for staff to attend ESL and ELPS training.			



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district's bilingual continuum.			
4) Implement the ESL scope and sequence at all grade levels.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students.			
2) Provide mediation, conflict resolution, bullying, and Conscious Discipline training opportunities for students and staff.			
3) Create a crisis management plan, including safety drills.			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Character Education programs.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.			
7) Provide staff development concerning abuse and reporting obligations.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Participate in district-wide coordinated school health initiatives.			
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instruction.			
5) Provide Parent Education Opportunities for coordinated school health.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Use district-wide grading standards that are linked to student expectations and are based on best practices.			
2) Record grades that accurately communicate mastery or non mastery on specific student expectations.			
3) Use grades and/or content specific grading rubrics.			
4) Use district guidelines regarding the appropriate use of homework.			
5) Use district-wide grade and/or content-appropriate retest standards.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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: During the current school year, increase the campus attendance rate to 97% or above.
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problem.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine Special Education eligibility are completed within the required timelines.			
5) Campus will follow district procedures regarding parental request for Special Education evaluation.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by: (1) using data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and to ensure progress; (2) ensuring ARD documents clearly delineate the need for STAAR-Alt (i.e. PLAFF's, IEPS, deliberations) and/or planned accommodations; and (3) utilizing district/state-required STAAR-Alt Participation forms.			
7) Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			
8) Campus will follow district policy to ensure that students with disabilities have access to facilities.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools			
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.			
10) Campus will include Special Education teachers in training regarding dyslexia and related disorders.			
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.			
12) Review the previous year's state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss a plan for accelerated instruction.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide the technical support needed to administer required iStation assessments.			
2) Classrooms will be equipped with at least the minimum requirements for the "21st Century Classroom."			
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
 = Accomplished  = No Progress  = Discontinue			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			
 = 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		
	Nov	Aug	Aug
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide support and staff development opportunities to increase skills in building relationships.			
2) Provide mentoring and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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 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		
	Nov	Aug	Aug
1) Include parent education component in orientation programs.			
2) Provide parent education programs on various topics.			
3) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
4) Provide parent workshops regarding reading with children, including online resources and eBooks.			
5) Provide educational resources for parents on the campus website.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title I information, and TAPR data.			
 = 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		
	Nov	Aug	Aug
1) Promote student/parent/business involvement through volunteerism and community service.			
2) Promote service organizations for students (Student Council, Service Club, etc.).			
3) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteer of the Year, etc.)			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning.			
2) Provide opportunities to attend behavior management trainings.			
3) 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.			
4) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.			
5) Implement an age-appropriate and vertically aligned guidance curriculum.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: 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		
	Nov	Aug	Aug
1) Provide training to campus Medical Emergency Response Teams (MERT) by incorporating Stop the Bleed.			
2) Provide opportunities for employees to be trained in personal safety.			
3) Provide opportunities for staff to attend the district ALICE trainings.			
4) Develop and implement campus Emergency Operation plans and safety drills including a reunification plan.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
 = Accomplished  = No Progress  = Discontinue			




























Pomeroy Elementary Performance Objectives 2019-2020

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.

Targeted or ESF High Priority






















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor Curriculum implementation through campus walkthroughs.			
2) Implement the district scope and sequence for all courses in grades PK-4			
3) Provide campus based staff development to ensure consistent implementation of Curriculum and rigor and relevance standards			
4) Integrate relevant literacy skills across all content areas.			
5) Implement gradual release model for lesson design and delivery			
6) Use standardized rubrics for measuring responses for all writing assignments and /or assessments of all content areas			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with new state Science TEKS.			
8) Use on-line data bases, ebooks, books, and other resources for specific TEKS			
9) Provide staff development on utilization of on-line databases and resources			
10) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.			
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.			
12) Implement research based strategies, such as the Big Eight, on a daily basis that promote a variety of learner engagement techniques.			
13) Develop and provide research based instructional strategies and staff development plan for technology integration.			
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's.			
 = Accomplished  = 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.

Targeted or ESF High Priority










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, ELL, and Special Education participation.			
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.			
3) Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments.			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction.			
6) Use data disaggregation to drive instruction.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			
6) Establish and support campus PLCs.			
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
2) Provide time and materials for purposeful reading during the school day.			
3) Provide information to teachers regarding special reading needs of dyslexia students.			






















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels			
5) Provide staff development about reading strategies			
6) Provide library books and on-line resources to support all learning styles.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Follow district G/T identification procedures.			
2) Promote G/T Summer Exploration Camp opportunities			
3) G/T students will participate in the Texas Performance Standards Project.			
4) Students will be clustered and instructed by G/T certified teachers.			
5) Promote participation in the Duke Talent Search program in fourth grade.			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = 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		
	Nov	Aug	Aug
1) Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
2) Ensure the implementation of 504 accommodations for eligible students.			
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
4) Implement research-based programs designed to accelerate student learning.			
5) Provide additional and individualized support to parents of at risk students.			
6) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection.			
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum.			
4) Implement the ESL scope and sequence at all grade levels.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students			
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			
3) Create a crisis management plans, including safety drills.			



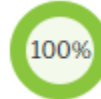


















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Character Education programs			
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.			
7) Provide staff development concerning abuse and reporting obligations			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Participate in district-wide coordinated school health initiatives.			
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis			
4) Administer Fitnessgram and use reports to drive instruction			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Provide Parent Education Opportunities for coordinated school health.			
 = 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		
	Nov	Aug	Aug
1) Use district-wide grading standards that are linked to student expectations and are based on best practices.			
2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.			
3) Use grades and/or content specific grading rubrics.			
4) Use district guidelines regarding the appropriate use of homework.			
5) Use district-wide grade and/or content appropriate standards.			
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problem.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines.			
5) Campus will follow district procedures regarding parental request for special education evaluation.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documents clearly delineates the need for STAAR and STAAR Alt (i.e. PLAFF's, IEPs, deliberations) and (3) utilizing district/state required STAAR and STAAR Alternative Participation Requirements forms			
7) 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.			
8) Campus will follow district policy to ensure students with disabilities have access to facilities.			
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.			
10) Special Education teachers are included in training given in the area of dyslexia and related disorders			
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.			
12) Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an Accelerated Instruction/Intensive Program of Instruction.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide the technical support needed to administer the istation assessments that are required.			
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom".			
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			
 = 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		
	Nov	Aug	Aug
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			
<div>  = Accomplished  = No Progress  = Discontinue </div>			

























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		
	Nov	Aug	Aug
1) Provide team building opportunities to increase skills in building relationships.			
2) Provide mentorship and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			
5) Provide Peer Observation Opportunities			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Include parent education component in orientation programs.			
2) Provide parent education programs on various topics.			
TEA Priorities Build a foundation of reading and math 3) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
4) Provide parent workshops regarding reading with children, on-line resources, and eBooks			
5) Provide instructional resources for parents on the campus website.			
6) Provide instructional resources for parents to utilize at home with their children.			
TEA Priorities Build a foundation of reading and math 7) Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title 1 information, and TAPR data.			
8) Provide information that can be utilized with students and parents in the interpretation of test results.			

























Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = 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		
	Nov	Aug	Aug
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism			
3) Promote service organizations for students in school (Safety Patrol, School Helpers, etc.)			
4) Participate in the See to Succeed program			
 = 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.









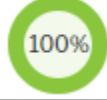



Performance Objective 1: During the current school year, campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students.			
2) Provide opportunities to attend behavior management trainings.			
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).			
4) Create campus safety crisis management plans, including safety drills			
5) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior.			
6) Provide opportunities to attend Gang Awareness training and Character Education programs.			
7) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.			
 = Accomplished  = 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		
	Nov	Aug	Aug
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		
	Nov	Aug	Aug
1) Provide ongoing training for crisis management.			
2) Establish protocols for safety procedures at field trips.			
3) Provide opportunities for employees to be trained in personal safety.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
2) Provide support for student and staff participation in service learning opportunities.			
 = Accomplished  = No Progress  = Discontinue			





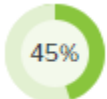
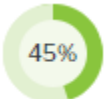

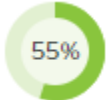
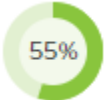



Queens Intermediate Performance Objectives 2019-2020





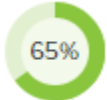

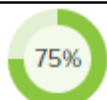
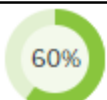
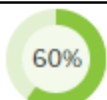












Goal 1: We will ensure that all students will have the necessary skills and knowledge through rigorous curriculum, effective instruction, STAAR results, and relevant learning experiences that will promote real life application.




Performance Objective 1: By June 2020, ALL STUDENTS will demonstrate an increase from 42 percent to 48 percent in the "MEETS" standard category of Reading STAAR and show progress in Reading on Map testing results. Accountability Area Targeted: State Accountability

Targeted or ESF High Priority

Next Year's Recommendation 1: We will continue this goal because we were not able to take STARR due to COVID-19.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 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)			
TEA Priorities Build a foundation of reading and math 2) We use assessment data and targeted walk-through criteria including foundational language to create instructional opportunities within the classroom setting to provide differentiated learning. TEC39.106(b)(10), (SG-WRI, READ, SS, ESL, SPED)			
TEA Priorities Build a foundation of reading and math 3) We will analyze previous STAAR results, Map testing data, and other benchmark data to ensure that students are receiving instruction based on needs, accommodations, and assessed on the appropriate STAAR Test. TEC\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12), (SG-WRI, READ, SS, ESL, SPED)			
TEA Priorities Build a foundation of reading and math 4) We will provide extended day opportunities, 90 minute tutorials (before and after school), and supplies and materials for All Students, with a focus on Tier 2, Tier 3, and recent immigrants, who scored below "MEETS" on STAAR 2018. TEC\u00c3\u0082\u00c2\u00a739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED)			




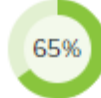








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 5) Collaborative meetings with the ELAR teachers, CCS for ELAR, and the ELAR academic coach on a monthly basis to discuss progress on reading The Writing Revolution to incorporate writing into reading, and develop Read-Alouds in 7th grade writing class to build background/supports. TEC\u00c3\u0082\u00c2\u00a7739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED)			
TEA Priorities Build a foundation of reading and math 6) We will create and build a leveled library to accommodate various reading levels when scaffolding and differentiating classroom instruction, with an emphasis on reading logs and a campus-wide reading program using ReadSquared to increase student independent reading. TEC\u00c3\u0082\u00c2\u00a7739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED)			
TEA Priorities Build a foundation of reading and math 7) All Students (with a focus on Tier 2 and Tier 3) will receive additional supports in an intervention classes, with academic supports and materials necessary to make them successful on common assessments, Mock test, Map testing, and STAAR. (SG-WRI, READ, SS, ESL, SPED)			
TEA Priorities Build a foundation of reading and math 8) Twice weekly, Professional Learning Communities will be implemented to discuss and align curriculum, assess student needs using data, share resources, and use the four questions in planning rigorous lessons to improve student achievement. (SG-WRI, READ, SS, ESL, SPED).			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 9) The campus frequently uses the assistance of District Specialists in ELAR to review lesson plans, participate and provide feedback on target walk-throughs, and analyze data to support teachers, assess student needs, share resources, and develop ideas to improve student achievement.			
TEA Priorities Build a foundation of reading and math 10) The campus will ensure that all teachers are ESL/SIOP trained in the best instructional strategies for addressing ESL students, provide professional development for intervention teachers using Fontas and Pinnell LLI kits, and Saddleback Teen Emergent Readers in guided reading for All Students.			
TEA Priorities Build a foundation of reading and math 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.			



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: By June 2020, ALL STUDENTS will demonstrate an increase from 41 percent to 47 percent in the "MEETS" standard category of Math STAAR and show progress in Math on Map testing results. Accountability Area Targeted: State Accountability

Targeted or ESF High Priority

Next Year's Recommendation 2: We will continue this goal because we were not able to take STARR due to COVID-19.










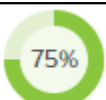





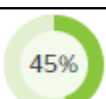
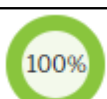
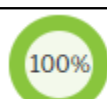
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Teachers will post specific math content and math objectives aligned with the district scope and sequence. Math objectives will target vocabulary and academic language while using a specific research-based strategy. TEC39.106(b)(10), (SG-WRI, READ, SS, ESL, SPED)			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) We use Map testing and common assessment data along with targeted walk-throughs to create instructional opportunities within the classroom setting to provide immediate direct feedback to students, checks for understanding, and differentiated learning with a focus on small grouping. TEC39.106(b)(10),			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) We will analyze previous STAAR results, Map testing data, and other benchmark data to ensure that students are receiving instruction based on needs, accommodations, and that students are assessed on the appropriate STAAR Test.			
TEA Priorities Build a foundation of reading and math 4) We will provide extended day opportunities, 90 minute tutorials (before and after school), and supplies and materials for All Students, with a focus on Tier 2, Tier 3, and recent immigrants, who scored below "MEETS" on STAAR 2018. TEC39.106(b)(10), (SG-WRI, READ, SS, ESL, SPED)			







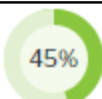





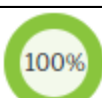

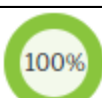
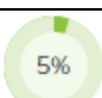
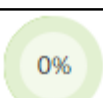
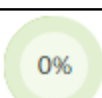
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 5) All Students (with a focus on Tier 2 and Tier 3) will receive additional time and supports in an intervention class, with academic supports and materials necessary to make them successful on common assessments, Mock test, Map testing, and STAAR.			
TEA Priorities Build a foundation of reading and math 6) Twice weekly, Professional Learning Communities will be implemented to discuss and align curriculum, assess student needs using data, share resources, and use the four questions in planning rigorous lessons to improve student achievement. (SG-WRI, READ, SS, ESL, SPED).			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 7) The campus frequently uses the assistance of District Specialists in Math to review lesson plans, participate and provide feedback on target walk-throughs, and analyze data to support teachers, assess student needs, share resources, and develop ideas to improve student achievement.			
TEA Priorities Build a foundation of reading and math 8) The campus will ensure that all teachers are ESL/SIOP trained in the best instructional strategies for addressing ESL students in Math.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 9) All Math Teachers will read, discuss, and complete reflections for a book study on "5 Practices for Orchestrating Productive Mathematics Discussions."			
 = Accomplished  = No Progress  = Discontinue			







Performance Objective 3: By June 2020, All Students component score in Student Success will increase by six percentage points on the STAAR with a focus of increasing scores in all performance levels. Accountability Area Targeted: Federal Accountability (ATS): State Accountability. Accountability Area Targeted: Federal Accountability (ATS)

Targeted or ESF High Priority

Next Year's Recommendation 3: We will continue this goal because we were not able to take STARR due to COVID-19.

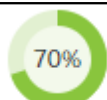
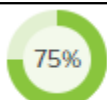
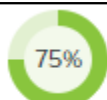

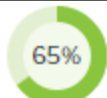

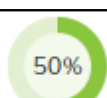
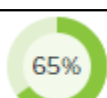
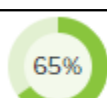
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) The campus will utilize Bloom's Taxonomy, Eduphoria resources, data heat maps, district Schoology curriculum, and district specialists during team and individual 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),			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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),			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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)			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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)			





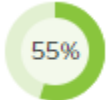
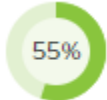






Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 7) Teachers, Academic coaches, instructional aides, and support personnel will provide students with supplies and meaningful instruction rooted in various training about research based activities in order to better prepare our students. TEC\00c3\u0083\u00c3\u00a2\u0080\u009a\u00c3\u0083\u0082\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12), (SG-WRI, READ, SS, ESL, SPED)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 8) Teachers will meet monthly by subject to plan lessons and interventions based on SEs. (SG-WRI, READ, SS, ESL, SPED)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 9) Staff overtime will be utilized in areas of need to support campus goals and student achievement.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 10) We have created core intervention classes for all students that is used for remediation to focus on Readiness and Supporting standards that support ALL students.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 12) Academic coaches, content specialists, 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.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 13) We have created additional elective classes for science/social studies that is used for remediation to focus on Readiness and Supporting standards that supports ALL students.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: By June 2020, Hispanic students' component score in the Student Success will increase by six percentage points on the STAAR with a focus of increasing scores in all performance levels . Accountability Area Targeted: Federal Accountability (ATS): State Accountability . Accountability Area Targeted: Federal Accountability (ATS)







Next Year's Recommendation 4: We will continue this goal because we were not able to take STARR due to COVID-19.































Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) All ELAR teachers will gain ESL certification by May 2020. (SG-WRI, READ, SS, ESL, SPED)			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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).			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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)			







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) The campus will provide supplies for ESL teachers and testing materials for the ESL clerk to support student achievement and performance.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) All teachers will receive SIOP training during Focus training and throughout the 2019-2020 school year.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) We will provide small group guided reading pull-outs for beginning and emergent readers.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 5: By June 2020, the percentage of Special Education in all subject with the performance level of "Approaches" will increase by six percentage points . Accountability Area Targeted: State Accountability

Next Year's Recommendation 5: We will continue this goal because we were not able to take STARR due to COVID-19.
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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\00c3\u0082\u00c2\u00a739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED)			
TEA Priorities Improve low-performing schools 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\00c3\u0082\u00c2\u00a739.106(b)(8), (SG-WRI, READ, SS, ESL, SPED)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 3) The campus will follow district procedures regarding parental request for special education evaluations. TEC\u00c3\u0082\u00c2\u00a739.106(b)(8)			
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)			
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)			
TEA Priorities Build a foundation of reading and math 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-SPED)			
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)			
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)			
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)			
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)			
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.			
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.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
13) District specialists are creating a database of approved supplemental aids for instruction and testing for all students who qualify.			
 = Accomplished  = No Progress  = Discontinue			













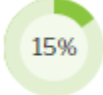

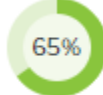



Performance Objective 6: By June 2020, 100% of the students identified as gifted and talented will demonstrate "Masters" performance on the STAAR Math, Reading, Writing, Social Studies, and Science Tests. Accountability Area Targeted: State Accountability

Next Year's Recommendation 6: We will continue this goal because we were not able to take STARR due to COVID-19.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 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)			
TEA Priorities Build a foundation of reading and math 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)			
TEA Priorities Connect high school to career and college Improve low-performing schools 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)			
TEA Priorities Improve low-performing schools 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)			
 = Accomplished  = No Progress  = Discontinue			











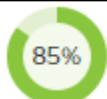







Performance Objective 7: By June 2020, the average daily attendance (ADA) will be at least 97%. Accountability Area Targeted: State Accountability

Next Year's Recommendation 7: We will continue this goal because we were not able to take STARR due to COVID-19.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) We will monitor daily attendance reporting to ensure accuracy in state reporting. TEC\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12)			
TEA Priorities Improve low-performing schools 2) We will call students who are absent two consecutive day. TEC\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12)			
TEA Priorities Improve low-performing schools 3) We utilize automated phone system to contact parents when a child is absent. TEC\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12)			
TEA Priorities Improve low-performing schools 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)			
TEA Priorities Improve low-performing schools 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)			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 8: By June 2020, 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 8: We will continue this goal because we were not able to take STARR due to COVID-19.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Students will participate in universal breakfast. TECA39.106(b)(7) (11)(12)			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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)			
TEA Priorities Improve low-performing schools 3) Nutritional information about common foods eaten by teens and some healthy alternatives will be placed in various locations in the cafeteria and updated periodically. TECA39.106(b)(8)			
4) Students will participate in physical activities during physical education such as learning and playing individual and team sports. TECA39.106(b)(8)			
5) Students will participate in physical education assessments including but not limited to fitness gram assessments. TECA39.106(b)(7) (11)(12)			
 = 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.











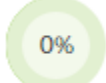

Performance Objective 1: By June 2020, the campus will have provided information and created systems to eliminate incidents of bullying.
Accountability Area Targeted: State Accountability

Next Year's Recommendation 1: The campus will continue to train students on the affects of bullying and how to report such behavior.
We will continue to use the current reporting system.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) The campus with counselor support will provide an anti-bullying training session to all teachers and professional staff. TECA39.106(b)(8)			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 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)			
TEA Priorities Improve low-performing schools 3) The campus with counselor support will provide anti-bullying literature to parents through parent meetings and trainings. TECA39.106(b)(8)			
TEA Priorities Improve low-performing schools 4) The campus will utilize a school-wide anti-bullying reporting system (SAY Something). TEC\00c3\0083\00e2\0080\009a\00c3\0082\00c2\00a739.106(b)(8)			
 = Accomplished  = No Progress  = Discontinue			










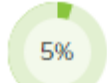


Performance Objective 2: By June 2020, we will increase the amount of students participating in the 21st Century Program (ACE) that provides before and after school enrichment activities and homework assistance. Accountability Area Targeted: State Accountability




Next Year's Recommendation 2: To continue to increase student involvement and to include more academic programs.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) ACE coordinator will provide a parent meeting to reveal different activities for students before and after school			
TEA Priorities Improve low-performing schools 2) ACE coordinators will collaborate with teachers and provide tutorials after school			
TEA Priorities Improve low-performing schools 3) ACE coordinator will present several Family activities to promote family involvement on campus			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: By June 2020, we will increase student awareness of college requirements and 21st century career options. Accountability Area Targeted: State Accountability

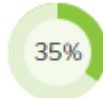








Next Year's Recommendation 3: To continue to raise student AND parent awareness of college requirements and entrance expectations.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college Improve low-performing schools 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. TEC39.106(b)(10)			
TEA Priorities Connect high school to career and college Improve low-performing schools 2) The counselors will conduct college week activities to promote college awareness.			
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.			
4) The campus will hold Endorsement Day to celebrate and recognize 8th grade students career selections that will impact high school and college courses.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: By June 2020, 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

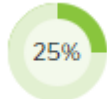
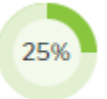
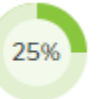

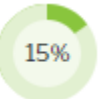
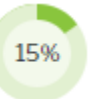






Next Year's Recommendation 4: To continue to encourage students to attend tutorials by posting days and times the teacher is available. This information is posted on teachers' doors, facebook, and our website.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 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.			
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.			
 = 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 2020, we will increase student awareness of college readiness test, other college requirements, and 21st century career options. Accountability Area Targeted: State Accountability




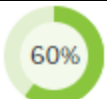











Next Year's Recommendation 1: The campus will continue to increase student and parent awareness of college readiness and preparation.
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college Improve low-performing schools 1) The campus Avid teacher and counselors will provide field trip opportunities to college and universities to all grade levels. TECA39.106(b)(8)			
TEA Priorities Connect high school to career and college Improve low-performing schools 2) The campus and counselors will provide campus wide college and career fair experiences to all students. TECAAEaAaAa39.106(b)(8)			
TEA Priorities Connect high school to career and college Improve low-performing schools 3) The counselors will provide college week activities to expose students to information about attending college. TEC9.106(b)(8)			
 = Accomplished  = No Progress  = Discontinue			

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By June 2020, 100% of our professional staff will participate in regular staff development training focused on campus initiatives and students needs as measured through walk-throughs, observations, and STARR results. Accountability Area Targeted: State Accountability

Next Year's Recommendation 1: We will continue to provide PD to improve teacher instruction and student learning.











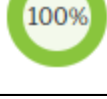
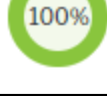



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Teachers will actively participate in PLC meetings twice weekly to discuss instructional objectives and language objectives guided by district 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)			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) An ELAR, Math, and Science /Social Studies Academic Coach and the ELAR and Math Content Specialists will provide support and coaching in the core areas. Academic Coaches 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)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) New teachers will receive a mentor. TEC\u00c3\u0083\u00c2\u0082\u00c3\u0082\u00c2\u00a739.106(b)(1)(5)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 6) The campus will hire Title I instructional aides to provide student support in the classroom.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 7) The campus will hire three (ELAR/ Math, Science/Social studies) Academic Coaches to provide support for teachers and at-risk students.			
TEA Priorities Improve low-performing schools 8) Queens utilizes a software system (Plan 4 Learning) for the Campus Improvement Plan.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 9) The campus will hire two Title I Content Specialist for ELAR and Math to support teachers and all students in the classroom.			
 = Accomplished  = No Progress  = Discontinue			

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: By June 2020, we will provide parent training, 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 will continue to make parent engagement a major priority for our campus especially with the hiring of a Parent coordinator.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) The campus will provide training and supplies for parents on various topics (Title 1 School-wide Components, Anti-Bullying). TEC39.106(b)(4)			
TEA Priorities Improve low-performing schools 2) The campus will provide opportunities to discuss academic performance and expectations through parent conferences, open house nights, etc.. TEC 39.106(b)(4)			
TEA Priorities Improve low-performing schools 3) The campus will provide school-parent compacts from the district. TEC 39.106(b)(4)			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 4) The campus will host academic nights such as Family Literacy Night, Back to the Nest, Hornet Hype Day, and Family Dance.			
 = Accomplished  = No Progress  = Discontinue			

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: By June 2020, 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 continue to communicate and create activities to involve the community.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) The campus will recruit colleges and businesses to participate in Career Day or Community Night. TEC39.106(b)(4)			
TEA Priorities Connect high school to career and college 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)			
TEA Priorities Improve low-performing schools 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)			
= Accomplished = No Progress = Discontinue			

Goal 7: We will embed appropriate technologies throughout the campus to support both instructional and administrative needs.

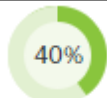
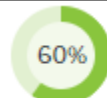
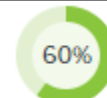



Performance Objective 1: By June 2020, we will ensure that 100% of all learning environments are equipped with technology appropriate to the grade level, subject, curriculum, and needs of our students. Accountability Area Targeted: State Accountability

Next Year's Recommendation 1: We have every student and teachers with technical devices to facilitate instruction and learning.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) The campus will ensure school-wide participation in the district 1:1 technology initiative which provides students with a personal student netbooks. (pending parent contract).			
 = Accomplished  = No Progress  = Discontinue			











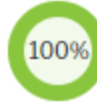





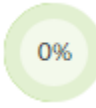

Performance Objective 2: By June 2020, we will ensure that 100% of all students and staff have ready access to effective and efficient technology/application and support of those devices. Accountability Area Targeted: State Accountability

Next Year's Recommendation 2: We will continue to purchase devices for teachers for instruction and ensure all student have devices for learning.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 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\u00a7739.106(b)(10)			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: By June 2020, we will ensure that 90% 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: All teachers will be using technology and virtual instruction and assessment due to COVID-19.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 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)			
TEA Priorities Build a foundation of reading and math 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)			
TEA Priorities Build a foundation of reading and math 3) The campus provides personalized learning through the CONNECT instructional model, wherein students receive curriculum through their 1:1 devices.			
TEA Priorities Build a foundation of reading and math 4) CONNECT teachers are given an initial five day in-service and regular training on the use of the 1:1 device and the CONNECT curriculum.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) CONNECT students will be provided enrichment activities such as field trips and supplies to enhance students' learning and skills.			
 = Accomplished  = No Progress  = Discontinue			







Rayburn High School Performance Objectives 2019-2020

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		
	Nov	Aug	Aug
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.			
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.			
3) All staff will attend FOCUS meetings/DWSD to learn appropriate instructional strategies and align lessons to district scope and sequence.			
4) Teachers will integrate opportunities for students to conduct research, demonstrate creative thinking skills, and develop presentation skills through the use of technology.			
 = 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		
	Nov	Aug	Aug
1) Teachers will incorporate at least one research-based speaking and one research-based writing strategy in their instruction daily.			
2) Teachers will implement before, during, and after reading strategies to increase student engagement and build literacy skills.			
3) 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.			
 = Accomplished  = 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		
	Nov	Aug	Aug
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.			
2) PLCs will analyze by student by standard data to drive instruction and intervention.			
 = Accomplished  = 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 than the districts average.








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Campus has reviewed the previous year state assessment scores for each student with a disability to determine baseline data.			
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.			
3) Implement campus procedures for specifying STAAR assessment participation and accommodations within IEPs with fidelity.			
4) Campus will work with district personnel to draft targeted IEP goals and objectives.			
5) Campus will implement decision-making process to determine which assessments each student will take each year for STAAR.			
6) Campus will ensure recommended accommodations/modifications are targeted & data-driven for each student.			
7) Campus will monitor to ensure IEPs are implemented with fidelity & will make data-driven adjustments as necessary for student success.			
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 SEI; Math SE; Science SE; SS SE)			
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.			
 = 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		
	Nov	Aug	Aug
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			
2) Teachers will use assessment data and classroom observations to create small group instructional opportunities within the classroom setting to provide targeted instruction.			
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.			
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		
	Nov	Aug	Aug
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.			
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.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: SRHS faculty and staff will promote post-secondary readiness and the college application process.









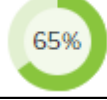
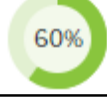

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) The following programs and events will promote higher education and support students in the college exploration and application process: PISD College Week, PISD College Night, PSAT/ACT/SAT preparation and registration, College Application Weeks, 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			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Careers will be explored through ASVAB, Annual Elective Fair, and endorsement plan selections, and course selection.			
2) Homeroom classes will offer lessons in which students link their PSAT results to College BoardAC/a!aC/s Big Future career exploration tools			
3) Career and Technology Education classes will host guest speakers from related career fields and/or provide career field experience.			
 = Accomplished  = 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		
	Nov	Aug	Aug
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) Teachers will participate in staff development opportunities, data dis-aggregation, and school district initiatives.			
3) Continue 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 current regarding required G/T training.			
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 every two years.			
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)			
8) Interview prospective employees and follow up with detailed reference checks.			
9) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			






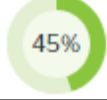



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
10) SRHS will utilize content specialists to facilitate staff development and coach instruction.			
11) Campus Leadership will be committed to making every classroom conducive to the 21st century learner by providing training on classroom technology to faculty and staff(i.e. technology includes Promethean boards, document cameras, etc).			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide a variety of opportunities for faculty and staff to be involved, get information, make suggestions, and give feedback in order to make informed decisions (i.e. faculty, department, grade level, and committee meetings). Opportunities should include discussions on assessment, behavior, student needs, climate and culture, and overall instructional program.			
2) Ensure that appropriate staff members are represented in meetings and decision making committees in order to make informed decisions concerning all sub groups. Committees include Site Based Decision Making, Attendance and Safe and Civil Schools, Principals Student Advisory Committee, and other committees established as necessary.			
 = 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		
	Nov	Aug	Aug
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.			
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).			
3) Ensure that all appropriate and relevant parent notifications go home in a timely manner. Ensure that good faith effort and to extent possible, that all communication and school information is sent in the appropriate home language.			
4) SRHS faculty and staff will initiate and maintain consistent 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.			
5) Provide parents with information that can be utilized to monitor student progress including campus grading policy, Skyward Family Access, and the interpretation of test results.			
6) Faculty and staff will provide evening informational workshops on topics related to academic, college and career readiness and other relevant topics.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: SRHS faculty and staff will increase community and business partnerships through community outreach by students and staff members.



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Create and plan outreach such as; toy drives, food drives, and volunteerism. Connect with community organizations whose purpose aligns with campus efforts.			
2) Senior student participation in a community service project.			
3) Increase student participation in mentoring programs with elementary schools such as Ready, Set, Teach and Junior Achievement.			
4) Faculty will organize and provide opportunities for working professionals in varying fields to meet and have discussions with our students.			
5) School partnership will be established with Community in Schools to address student needs.			
6) Community resource program will be established to support student needs through partnership with: Food Banks, CIS, and Salvation Army.			
 = Accomplished  = No Progress  = Discontinue			


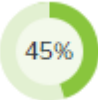




Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

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		
	Nov	Aug	Aug
1) The safe and civil committee will meet monthly to evaluate data.			
2) Use PBIS data to make informed decisions for future staff development			
3) Offer various student incentives to improve attendance, discipline, and academic performance.			
 = 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		
	Nov	Aug	Aug
1) Establish PRIDE values that students and staff will be held to.			
2) Teach character education lessons in homeroom introducing pride values.			








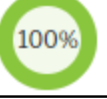
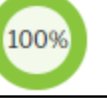


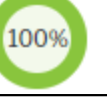

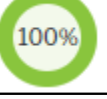

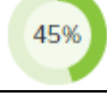

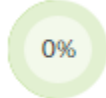

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Encourage teacher and student involvement in academic and extracurricular activities, and clubs/organizations through 8th grade visits, parent nights, festivals, call outs, social media, open house, intermediate nights, sporting events, and award ceremonies.			
4) Promote teacher involvement through staff incentives such as teachers in the bleachers, jean days, and Texan shout-outs, Teachers in the Bleachers, and Teacher of the Week.			
5) Staff members will integrate opportunities for students to demonstrate responsible use of technology including social media, digital textbooks, and online resources.			
 = Accomplished  = 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		
	Nov	Aug	Aug
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.			
2) Teachers will be given the opportunity to participate in all district Wellness challenges such as the Stress Less or Move More challenges.			
3) Teachers and students will be encouraged to participate in at least one organized fitness activity per semester.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Deliver regularly scheduled guidance lessons during homeroom time.			
2) Provide targeted small group counseling during Texan Time.			
3) Review the counseling program goals and objectives to meet the needs of our campus through the advisory committee.			
4) Conduct weekly PLC meetings to evaluate counseling program goals and objectives.			
5) Provide community resources and referrals through the Mental Health Festival.			
6) Collaborate with Communities in Schools to provide student responsive services.			
7) Provide professional counseling services through Innovative Alternatives on campus.			
8) Staff training and professional development on social emotional learning.			
 = Accomplished  = No Progress  = Discontinue			






















Performance Objective 5: We will work to become a trauma-informed school in which school personnel recognize traumatic stress in students and utilize strategies to guide them through stressful situations.

























Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Counselors and assistant principals will become Level 1 Trauma-Certified educators.			
 = Accomplished  = No Progress  = Discontinue			

Red Bluff Elementary Performance Objectives 2019-2020




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		
	Nov	Aug	Aug
1) Monitoring curriculum implementation through campus walk throughs.			
2) Implement the district scope and sequences for all courses in grades PK to 4.			
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
4) Integrate relevant literacy skills across all content areas.			
5) Implement gradual release model for lesson design and delivery.			
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.			
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Use on-line databases, eBooks, books and other resources for specific TEKS.			
9) Provide staff development on utilization of on-line databases and resources.			
10) Provide staff with the training necessary to implement differentiated research based strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.			
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.			
12) Provide instructional materials and implement research based strategies on a daily basis, that promote a variety of learner engagement techniques.			
13) Develop and provide research based instructional strategies and staff development plan for technology integration.			
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, ELL, and Special Education participation.			













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.			
3) Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments.			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction.			
6) Using the data provided, develop quality instruction to move students forward in academic areas.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
6) Establish and support campus PLCs.			
7) Allow time for consistent vertical, horizontal, and team planning as well as campus based staff development.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
2) Continue/maximize the campus use of Accelerated Reading Program.			
3) Provide time and materials for purposeful reading during the school day.			
4) Provide information to teachers regarding special reading needs of dyslexia students.			


















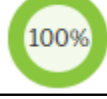



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			
6) Provide staff development about reading strategies and curriculum.			
7) Provide library books and online resources to support all learning styles.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Follow district G/T identification procedure			
2) Promote G/T Summer Exploration Camp opportunities.			
3) G/T students will participate in Texas Performance Standards Project			
4) Students will be clustered and instruction by G/T Certified teachers.			
5) G/T program for identified students will be serviced in the classrooms.			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Promote participation in the Duke Talent Search program in fourth grade.			
 = 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 assessments.

























Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
2) Ensure the implementation of 504 accommodations for eligible students.			
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS			
4) Implement research-based programs designed to accelerate student learning.			
5) Provide additional and individualized support to parents of at-risk students.			
6) Participate in transition meetings to support ELL students at they move from 4th to 5th grade.			
7) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide Spanish language materials for all teachers working with bilingual students working in Spanish. Integrate Spanish language books within the library collection.			
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum.			
4) Implement the ELL scope and sequence at all grade levels.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students			
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			
3) Create a crisis management plan, including safety drills.			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Gang Awareness training and Character Education programs.			
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior.			
7) Provide staff development concerning abuse and reporting obligations			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Participate in district-wide coordinated school health.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instructions			
5) Provide Parent Education Opportunities for coordinated school health.			
 = Accomplished  = 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		
	Nov	Aug	Aug
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 school guidelines regarding the appropriate use of homework.			


































Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Use district wide grade and/or content appropriate retest standards.			
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Attendance incentives will be utilized to recognize and promote outstanding attendance			
2) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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) Campuses will follow district procedures regarding parental request for special education evaluation.			
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment (2) ensure ARD Document clearly delineates the need for STAAR A/STAAR Alt, (ie., PLAFF's, IEPs, deliberations) and (3) utilizing District/State required STAAR A and STAAR Alternative Participation Requirement Forms.			
7) Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			
8) Follow district policy to ensure students with disabilities have access to facilities.			
9) Provide instructional materials and training for all teachers and paraprofessionals working with students with disabilities.			
10) Include special education teachers in training given in the area of dyslexia and related disorders.			
11) Monitor the number of students with disabilities being served in the least restrictive environment			
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.			













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = 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		
	Nov	Aug	Aug
1) Provide the technical support needed to administer the computer based assessments that are required.			
2) Classrooms will be equipped with at least minimum requirements for the "21st century classroom".			
3) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology to the implementation of TEKS/STAAR requirements.			
 = 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, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			
3) Expose students to colleges both through technology and taking students to see events at colleges and exposure to different colleges in Texas.			
 = Accomplished  = No Progress  = Discontinue			



















Performance Objective 2: 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		
	Nov	Aug	Aug
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through annual Career Week Activities.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
<div> <div>  = Accomplished </div> <div>  = No Progress </div> <div>  = Discontinue </div> </div>			

























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		
	Nov	Aug	Aug
1) Provide support and staff development opportunities to increase skills in building relationships.			
2) Provide mentorship and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
5) Provide peer observation opportunities.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Include parent education component in orientation programs			
2) Provide parent education on various topics.			
3) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
4) Provide parent Reading Book Blasts regarding reading with children, online resources and eBooks.			
5) Provide educational resources for parents on our website.			
6) Provide instructional resources for parents to utilize at home with their children.			
7) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title 1 information and data, tests results, report card results, etc.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			
3) Participate in the See to Succeed program			
4) Implement Campus Spotlight and/or awards for exceptional service. (Teacher of the Year, Paraprofessional of the Year, Volunteer Awards, Business Recognition, 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: 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		
	Nov	Aug	Aug
1) Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning.			
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) Provide opportunities to attend Gang Awareness training and Character Education programs.			
5) 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.			
6) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.			
7) Implement and age appropriate and vertically aligned guidance curriculum.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = 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		
	Nov	Aug	Aug
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		
	Nov	Aug	Aug
1) Provide training to campus Medical Emergency Response Teams (MERT) by incorporating Stop the Bleed.			
2) Establish protocols for safety procedures at field trips for teachers and parents.			
3) Provide opportunities for employees to be trained in personal safety.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Provide opportunities for staff to attend the district ALICE Trainings.			
5) Develop and implement campus Emergency Operation Plans and safety drills including reunification plan.			
 = Accomplished  = No Progress  = Discontinue			









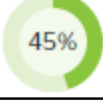
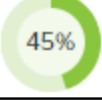




Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
2) Provide support for student and staff participation in service learning opportunities.			
 = Accomplished  = No Progress  = Discontinue			

Richey Elementary Performance Objectives 2019-2020












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		
	Nov	Aug	Aug
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, MAP, CBA, & STAAR data, reading levels, TELPAS results, writing samples, calibrations and analyzing student writing protocol) (Pre-K through 4th grade).			
4) Increase the use of the Accelerated Reading Program (Kinder through 4th grade) by increasing opportunities for students to build fluency by reading for pleasure in the classroom (independent reading) and by increasing motivation for the program with AR prizes.			
5) Conduct vertical curriculum meetings on campus to align programs and instructional strategies in grades Pre-K through 4th (includes regular ed. bilingual ed, and special ed staff).			
6) Attend 5th grade transition meetings to align ESL instructional levels.			
7) Provide all teachers (Pre-K through 4th, specials staff and paraprofessionals) with instructional materials and technology necessary to implement the curriculum (scanners, foldable paper, materials/resources per content areas, art supplies, copy paper, anchor chart paper, toner, running record materials, office supplies, etc.)			










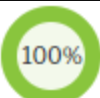
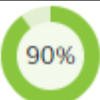










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Title I staff (counselor, parent coordinator, teachers, office clerk, CCs & instructional aides) will be utilized to provide academic support to students, coaching for teachers, and behavioral supports for students.			
9) Provide staff development on data disaggregation and how the data will drive instruction (i.e. reading data protocol meetings, MAP Reports & PD).			
 = Accomplished  = No Progress  = Discontinue			



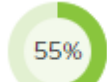



















Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.














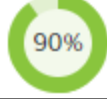





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Pre-K teachers will follow district timelines so that students have access to the full range of pre-k guidelines.			
2) Kindergarten teachers will follow district timelines so that students have access to the full curriculum.			
3) 1st and 2nd grade teachers will follow district timelines so that students have access to the full curriculum.			
4) 3rd & 4th grade teachers will follow district timelines to ensure that all students have access to the full curriculum.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Richey has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/Intensive Program of Instruction.			
2) Richey will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
3) Richey will follow district procedures regarding parental request for special education evaluation.			
4) Richey will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR Alt (i.e., PLAFFPs, IEPs, deliberations) and (3) utilizing TEA required STAAR Alternative Participation Requirement Forms.			
5) Richey will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.			
6) Richey will follow district policy to ensure students with disabilities have access to facilities.			
7) Richey will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting			
8) Identified special education students will be clustered to facilitate the support facilitation model.			
9) Allocate personnel and supportive scheduling to facilitate the support facilitation model.			
10) Teachers will create instructional groups using Aware data, MAP data, BAS data, targeted instructional plans, and other classroom data to differentiate instruction to meet learner needs.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
11) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			
12) Utilize Balanced Literacy approach, leveled literacy readers, shared reading books, classroom leveled libraries, independent reading materials, and GR diagnostic materials to provide appropriate reading instruction for students based on BAS assessment and grade-level assessments.			
13) Utilize grade level and campus intervention teams to provide input/strategies/supplemental programs/allocation of additional personnel for teachers on how to assist all students who are or may be at-risk including but not limited to migrant, dyslexic, and LEP students.			
14) Students at-risk of failing core content subjects in grades K-4 will be recommended for tutoring during (PIE Time) or after school based on Istation/BAS, MAP, benchmark results, etc.			
15) Ensure appropriate accommodations for eligible students (504/dyslexia, LEP, special education, etc.)			
16) Ensure that instruction in bilingual classrooms follows the district bilingual continuum for English language acquisition.			
17) Utilize reports from TELPAS to determine rate of English language acquisition, appropriate linguistic accommodations, and to report progress to parents.			
18) Determine the appropriate language of instruction/ testing based on student needs.			
19) Ensure bilingual program guidelines are followed to ensure correct placement in the program as appropriate.			
20) Utilize small group instruction to differentiate for students' language and instructional needs.			
21) LPAC/ARD (LARD) committee will staff to review LEP eligibility and to set exit criteria if needed.			







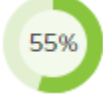




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
22) Provide an array of learning opportunities geared for gifted/talented and advanced placement students to meet unique needs and provide extended support services (credit by exam opportunities, G/T camps, Enrichment, Duke Tip, Texas Standards Project, 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.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Integrate a set of planned, sequential, school-affiliated strategies, activities, and services designed to promote the optimal physical, emotional, and health and nutrition educational development of students, parents, and staff.			
2) Conduct a Turkey Trot "Fun Run" event sponsored by the Physical Education Department in order to promote physical fitness, health and wellness to our students and the community.			
3) Utilize a Traversing wall which will provide a strength and problem solving activity for students.			
 = Accomplished  = No Progress  = Discontinue			












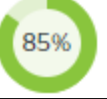

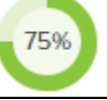




Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.















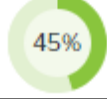






Performance Objective 1: During the current school year, Richey will promote 21st career and college exploration.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.			
2) Encourage students to attend college by spotlighting a variety of colleges and universities during college week.			
3) 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. Walk for Success, Charlas, etc.)			
4) All teachers will integrate technology resources and software to stimulate and support enhanced learning opportunities in the classroom (Brain Pop, Waterford, A-Z Reading, Accelerated Reader, Istation, Dream Box (K-4), etc.)			
 = Accomplished  = No Progress  = Discontinue			

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.









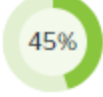





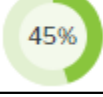



Performance Objective 1: During the current school year, all Richey Elementary staff members will be highly qualified, and efforts will be made to retain and develop this highly qualified staff.







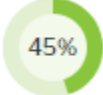








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Staff will participate in horizontal and vertical planning.			
2) Teachers will attend G/T update training.			
3) PK-4th grade teachers will attend grade level appropriate Focus Trainings.			
4) Teachers will be provided with Coaching opportunities 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 (i.e. instructional rounds).			
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).			
9) Recruit new teachers through alternative certification programs.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
10) Continue to utilize our New Teacher Academy as a recruiting tool and to maintain existing new teachers.			
11) Teachers will participate in weekly Grade Level Team Meetings, Team Leader Planning Meetings, Focus Trainings, and Planning Days for each nine weeks and as needed to collaborate, share, and plan for focused instruction.			
12) Provide opportunities for teachers to attend staff development that focuses on the implementation of effective instructional strategies and the PLC process designed to meet the needs of all students and close the achievement gap between student groups (i.e. ELD Training, Esperanza & LLI/Soluciones Training, GR & Math Training, PLC Training, etc.).			
13) New faculty members will be assigned a mentor/buddy.			
14) ACE personnel will be offered staff development a minimum of two times a year.			
15) Provide appropriate technology training for staff (Istation, Office 360, Class Dojo, AWARE, Web 2.0 classes, etc.).			
16) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Pasadena Noon Optimist, Champion of the Week, Spotlight emails, etc.			
17) Personnel utilized to work with at-risk students.			
 = Accomplished  = No Progress  = Discontinue			

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental stakeholders.


















Performance Objective 1: During the current school year, a parental involvement program will be established and implemented at Richey Elementary to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Parents will be encouraged to participate as volunteers through campus activities and a structured volunteer schedule.			
2) Curriculum 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.			
8) Provide monthly newsletter/calendar to notify parents about school events.			
9) Utilize Richey parent/teacher/parent compact to help everyone understand the important role individuals plays in the education of each child.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
10) Provide updated school web page so that parents can stay informed about school events and have access to educational web-sites.			
11) Provide parents with the opportunity to attend K-4 grade level music/art programs so that they can see their child perform.			
12) G/T parent meetings will be offered to parents to provide information on various topics related to the campus G/T program.			
13) Library literacy events/activities such as; extended library hours, etc. will be provided to parents.			
14) Provide parent and community outreach events such as; ABC Dental Screenings, AVANCE Parenting Classes, Navidad en el Barrio, Toys for Tots, etc.			
15) Parents will be provided opportunities to attend a parent engagement conference and participation in district parent events.			
 = Accomplished  = No Progress  = Discontinue			






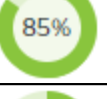







Goal 5: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with business and community stakeholders.

Performance Objective 1: During the current school year, Richey will increase the number of business and community partnerships and involvement.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Partner with Richey Baptist Church to provide alternative evacuation site for students/staff.			
2) Through the ACE program, Richey will provide enrichment activities and classes for students.			
3) Partner with McDonald's to support student academic performance.			
4) Partner with Lyondell- Basell to provide 3rd & 4th grade students the opportunity to participate in a Pen- Pal program, Thanksgiving food drive for families, and Science Fair assistance.			
5) Partner with Kruse Clinic to provide medical assistance to Richey Elementary students.			
6) Partner with HCDE Adult Education to provide free instruction in ESL.			
7) Coordinate with San Jacinto College to attend the See to Succeed field trip for students to receive a free pair of eye glasses.			
 = Accomplished  = 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		
	Nov	Aug	Aug
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 2019-2020













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		
	Nov	Aug	Aug
1) Provide extended day opportunities to students at-risk of failing the STAAR assessment in reading, math, or science.			
2) Integrate highly effective research based strategies across the content.			
3) Integrate highly effective research based strategies across the content.			
4) Curriculum and Instruction will be aligned across grade level core subjects			
5) Implement reading initiative designed to increase reading skills of all students. As evidence by exceeding state performance levels.			
6) Provide head phones (& storage containers for head phones) for the Rosetta Stone program to increase reading stamina for our recent immigrants.			
7) Utilize Plan4Learning software to monitor and revise the campus improvement plan throughout the year.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Provide instructional materials to enhance the learning experience for both students and teachers.			
9) Create academic anchor charts for visual enhancement to help all learners comprehend learning objective.			
 = Accomplished  = No Progress  = Discontinue			







Performance Objective 2: Student achievement will be enhanced and supported by providing a coordinated school health program.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Students will participate in universal breakfast.			
2) Students will participate in physical education classes.			
3) Students will participate in physical education assessments including Fitnessgram.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) We will buy special education supplies that will enhance students life skills.			
 = 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		
	Nov	Aug	Aug
1) We will buy updated technology to ensure consistent 21 century experiences for our students and staff.			
 = Accomplished  = No Progress  = Discontinue			







Performance Objective 5: Professional Development will be a priority by consistent training and workshops that enhance expertise in instructional content.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) We will go to any instructional training within the district or outside the district.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 6: Intervention will be provided through the master schedule and students will be targeted by Student by Standard using real













time data.

Targeted or ESF High Priority










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will monitor student data and provide support to close academic gaps.			
<div>  = Accomplished  = No Progress  = Discontinue </div>			




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

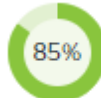





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Encourage more students to attend college by promoting College Career Nights and providing opportunities to visit college campuses.			
2) Encourage more students to attend college by promoting College Career Nights and providing opportunities to visit college campuses.			
3) Encourage more students to attend college by promoting College Career Nights and providing opportunities to visit college campuses.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Roberts will promote college awareness throughout the year.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Roberts will promote college awareness and preparedness			
2) Roberts will promote college awareness and preparedness			
3) Roberts will promote college awareness and preparedness			










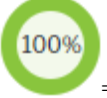


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: Roberts will provide students with organizational tools and systems to promote college readiness.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) FRMS will give each student an planner that will keep them organized daily.			
 = Accomplished  = No Progress  = Discontinue			
















Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Roberts will hire faculty/staff that have met state and federal guidelines for the positions that they maintain.

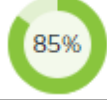



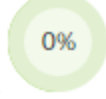

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Roberts MS will utilize the Lawson System and staff members of the district's Human Resources Department to ensure the hiring of highly qualified staff			
2) Roberts MS will utilize the Lawson System and staff members of the district's Human Resources Department to ensure the hiring of highly qualified staff			
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			
 = 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		
	Nov	Aug	Aug
1) We will provide a variety of books, pamphlets, and other resources in English and Spanish to the parents.			
2) We will provide a variety of workshops to parents based on needs of the parents and school			
3) Surveys and requests for volunteers are sent throughout the year			
4) We will provide a variety of community events that supports parental involvement			
 = 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.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Roberts will purchase snacks and supplies to market community service projects and academic events.			
 = Accomplished  = No Progress  = Discontinue			

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		
	Nov	Aug	Aug
1) We will rent an obstacle course/decorations to market and deepen the partnership between our families, community and school.			
2) Provide food for our parent/community events to deepen the partnership between our school.			
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			
4) We will hire a DJ to play music at the mother/son, daddy daughter dance, to help embrace and develop these relationships. To deepen the relationship between, school, students, and our families.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: Roberts Middle School is committed to the development of the Administration Team to continue to enhance emotional and social intelligence. Through personal and professional development, Roberts will foster a community of relationships.
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) We will send members of our admin team to training throughout the year.			
 = Accomplished  = No Progress  = Discontinue			











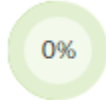

San Jacinto Intermediate Performance Objectives 2019-2020

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.










Targeted or ESF High Priority




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) All teachers will follow the scope and sequence provided by the SUMMIT LEARNING PLATFORM, and teach the Student Expectations at the level of rigor that is detailed in the TEKS.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) All teachers will participate in regularly scheduled planning PLC meetings during their common planning period. Teachers will also attend district focus meetings and Convening. Teachers will have opportunities to participate in Connect Cadres.			
TEA Priorities Improve low-performing schools 3) All core content area teachers will use student data from focus assessments to plan for and administer workshops for students.			
TEA Priorities Improve low-performing schools 4) All teachers will attend workshops on a specific focus area for each six weeks. Staff will be coached on implementation.			
TEA Priorities Improve low-performing schools 5) Use of targeted intervention activities through Tiger Advisory Time, Extended Day,			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 6) AR Reading Incentive Program			
TEA Priorities Build a foundation of reading and math 7) Library will maintain a collection of a variety of books to support school wide literacy.			
TEA Priorities Improve low-performing schools 8) Teachers will use data from focus areas to intervene each week. Struggling students will go to the intervention teacher for workshops and focused intervention.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: We will increase the number of students achieving advanced levels on STAAR assessment by 10% from 2019 levels in all tested areas. Accountability Area Targeted: State Assessment













Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college Improve low-performing schools 1) Gifted and talented students will be served in PAP classes.			
TEA Priorities Connect high school to career and college 2) Gifted and Talented students will participate in Texas Performance Standards Project			
TEA Priorities Connect high school to career and college 3) PAP students will be provided with enrichment activities			

























Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = 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

Targeted or ESF High Priority










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) English, Reading, ELAR teachers will gain ESL Certificate by August 2019.			
TEA Priorities Improve low-performing schools 2) Core teachers will participate in ESL academy offered by district.			
TEA Priorities Improve low-performing schools 3) LEP Failure rates will be monitored. Teams will meet to discuss and plan for interventions at the 6 week grading period			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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.			
TEA Priorities Recruit, support, retain teachers and principals 2) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.			
3) Campus will follow district policy to ensure students with disabilities have access to facilities.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) Campus will follow district procedures in addressing transition requirements for students with disabilities.			
TEA Priorities Improve low-performing schools 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.			
TEA Priorities Improve low-performing schools 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.			
TEA Priorities Improve low-performing schools 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.			
TEA Priorities Improve low-performing schools 8) Campus will follow district procedures regarding parental request for special education evaluation			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 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.			
10) Success classroom will contain flexible seating options to build core strength, mobility and increase attention.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Students will have the opportunity to participate in recreational activities that promote healthy physical activities both during and outside of the school day.			
2) Coordinated School Health Committee will provide annual training to staff members on the requirements of the program.			
 = 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		
	Nov	Aug	Aug
1) Each 6 weeks the students will be exposed to a different character trait and provided guidance on what that particular trait looks like in a persons actions. A character ed lesson will be given to each TAT teacher to teach on Fridays.			
2) Teachers will nominate students who have demonstrated the character trait of the grading period by sending letter home to parent. Students will be invited to a awards ceremony breakfast where they will be given a certificate to showcase.			
3) Counselors will conduct campus wide Bullying Prevention Training and the campus.			
4) Staff and Administrators are trained annually to recognize potential bullying and the appropriate steps to take to report and investigate.			
5) Teachers wise TIGER Tokens to promote positive interaction among peers. Students will be able to gain incentives by turning in tokens.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Students are offered Art, Graphic Art, Band, Choir, Orchestra, Speech, Theater Arts, and Broadcast. These programs provide real life skills to our students.			
2) San Jacinto Intermediate will provide enrichment opportunities through an annual field trip and educational trips sponsored by clubs or teachers.			
3) San Jacinto will participate in the district Chess Club Initiative. CFS Academic Performance			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
<div> <div>  = Accomplished </div> <div>  = No Progress </div> <div>  = Discontinue </div> </div>			

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		
	Nov	Aug	Aug
1) Counselors meet with each student to go over Kuder assessment results. CSF Use of Quality Data			
 = 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		
	Nov	Aug	Aug
1) College awareness activities including but not limited to applications, financial aid, college life, information on surrounding colleges. CSF: Family Engagement Learning Time			
2) Students will participate in Career Day activities. CSF Academic Performance and Family Engagement			
 = Accomplished  = 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		
	Nov	Aug	Aug
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 New Teacher training. Teacher Quality			
TEA Priorities Recruit, support, retain teachers and principals 2) All teachers new to our building are assigned a mentor or buddy depending on level of experience.			
 = 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





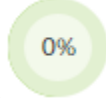

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Staff development activities are based on teacher input and campus needs. CSF Teacher Quality, Small-Group support in ELL and SPED in all areas			
TEA Priorities Recruit, support, retain teachers and principals 2) Teachers will participate weekly grade level/faculty meeting to promote professional communication and collaboration on our campus. CSF Teacher Quality, Small-Group support in ELL and SPED in all areas			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Administrative team will participate in book studies to increase the effectiveness of the team and campus.			
2) Campus Leadership team will meet monthly to review data, plan, collaborate and work on growth			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Calendar, advertise, and promote attendance at Orientation, Open House, Family Literacy Night, Report Card pick up, Holiday Luncheon, Awards Ceremony, and extracurricular activities.			
 = Accomplished  = No Progress  = Discontinue			







Performance Objective 2: Parents will have access to multiple training opportunities. Accountability Area Targeted: State Assessment

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		
	Nov	Aug	Aug
1) Faculty and Staff will seek individuals to participate in career day.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) San Jacinto Invitational committee members and faculty and staff will seek donations for the tournament. CSF: Family Engagement			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Campus has registered an account on Instagram, Facebook, and Twitter to share resources, updates, and highlights with parents.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Conduct inventory twice each school year and identify any nonworking or outdated technology assets. CSF Use of Quality Data			
2) Campus will purchase licenses to maintain technology support on campus. Plan 4 Learning			
 = 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		
	Nov	Aug	Aug
1) Technology training for all members of the learning community (faculty, staff, and students). Including but not limited to ongoing technology training each grading period, summer technology training provided by our district, TCEA, online training opportunities.			
 = Accomplished  = No Progress  = Discontinue			



















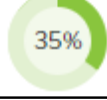


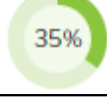


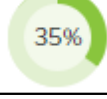


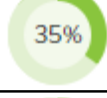





Schneider Middle School Performance Objectives 2019-2020










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		
	Nov	Aug	Aug
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.			
 = 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		
	Nov	Aug	Aug
1) Teachers will continuously review, analyze, and disaggregate campus student data past and present to determine needs and align curriculum and instructional strategies.			
2) Teachers will 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.			
3) PLC Leaders will participate in meetings/training, Connect Convening, and will participate or voluntarily lead professional development sessions in order to support teachers in PLC integrated teams.			
4) Science STAR BASE 2.0, 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.			
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.			
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.			
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;			
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;			
9) Teachers will support and supplement the Social Studies TEKS district vertically aligned curriculum and scope and sequence with SS instructional supplies and materials.			
10) Teachers will support and supplement the Visual Art TEKS district vertically aligned curriculum and scope and sequence with instructional supplies and materials.			
11) Teachers will support and supplement the Physical Education TEKS district vertically aligned curriculum and scope and sequence with instructional supplies and materials.			







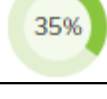
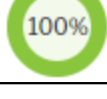
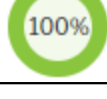

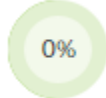

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
12) The Fine Arts teachers will support and supplement the Band, Choir, and Orchestra TEKS district vertically aligned curriculum and scope and sequence. Mostly, the departments fund raise for their program needs and use district funds.			
13) Counselor or Office General Supplies are needed to conduct business and instruction.			
 = Accomplished  = 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.




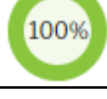
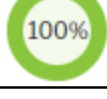
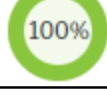



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure that Bilingual/ESL/Migrant program guidelines are followed to ensure appropriate program placement, including Monitor 1 and Monitor 2 students who have exited the Bilingual/ESL program.			
2) Provide TELPAS, SIOP, and research-based SIOP 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.			
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.			
4) Provide instructional resources for all ELL students to promote academic progress and growth with continued English language acquisition in heterogeneously grouped classes.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: Special Education students will meet or surpass state average Special Education performance on the Reading, Math, and


























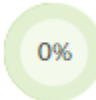

Science Portion of the STAAR state assessment.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure Special Education students are provided their ARD committee designated accommodations and modifications according to their individual education plan (IEP) in the least restrictive classroom setting. Support and curriculum/instructional access for eligible special education students will be provided through Resource, Support Facilitation, SUCCESS, and/or ABLE classroom settings as deemed appropriate through diagnostic testing and ARD committee decision(s).			
2) Provide appropriate accommodations and materials for students in SUCCESS and ABLE classrooms.			
3) Conduct IEP reviews each nine weeks to ensure appropriate accommodations for Special Education students.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide students opportunities to participate in the G/T Performance Standards project.			
2) Ensure G/T identification procedures remain free from bias and a structured G/T planned experience schedule is planned and enacted.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 6: Students' social and emotional well being, including safety and health, will improve.




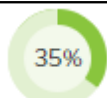
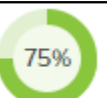
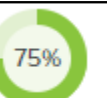

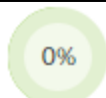

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Students will participate in Greek Week activities in order to learn: classroom procedures and expectations, campus and district discipline policy, create classroom social contracts, and build rapport with teachers through team building activities.			
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.			
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.			
4) Participate in monthly fire drills and other crisis drills to ensure student safety and a proactive response to crisis situations.			
5) Provide teachers continued Professional Development strategies for relationship building purposes with students through Climate and Culture meetings and student lessons.			
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.			
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.			
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.			
 = 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		
	Nov	Aug	Aug
1) Monitor daily attendance reporting during the ADA period to ensure accuracy in state reporting.			
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.			
 = 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		
	Nov	Aug	Aug
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.			
2) The Behavior Response Team (BRT) will be contacted and will work with our parents/students are identified in need of behavioral intervention.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) CIS will provide social services and supportive guidance for students and families in need.			
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>			










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.




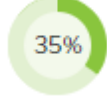





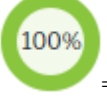


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) 6th Grade students will participate in Kids to College and will tour a college campus.			
2) Participation in the AVID Elementary program will increase awareness of scholarly student strategies and will increase student organization and responsibility in learning.			
 = Accomplished  = No Progress  = Discontinue			

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

























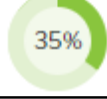

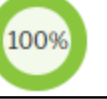



Performance Objective 1: 100% of teachers on the campus will meet highly qualified status.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Participate in district and other job fairs as needed in order to recruit highly qualified teachers.			
2) We have high expectations for all staff, including the staff that are categorized and hired with State Compensatory Education funds.			
 = 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.



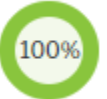






Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Host New Teacher Luncheon and invite new teachers, mentors/buddies, and PLC Leaders in order to orient and train teachers new to the campus prior to the first day back on duty.			
2) Provide mentor training throughout the year in order to maximize support for mentors who are supporting new teachers.			
3) Peer Facilitators will provide Instructional Coaching to all teachers assisting them in their professional growth.			
 = 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		
	Nov	Aug	Aug
1) Teachers will participate in district and other professional development sessions which support their own goals and growth.			
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.			
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.			
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.			
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.			
6) Provide technology training to teachers with varied technology programs and elements of choice to support learner needs.			
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.			
8) The Counselors will continue their own professional growth and will participate in continued Professional Development.			
9) The Administrative team will continue their own professional growth and will participate in continued Professional Development opportunities.			
 = 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.



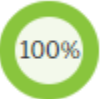






Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Implement planned events and workshops in order to bridge the gap between home and school so that the parents will take pro-active, positive steps along with the campus to ensure that their child is academically, physically, and emotionally successful. This strategy includes the Title I Counselor/Parent Coordinator Salary with Benefits.			
2) Create and sustain an inviting Parent Center space for Parent Events and Training/Activities			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Provide parents access to parenting resources, electronic resources, social services support, and campus communication.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
2) CIS will provide social services and supportive guidance for families in need.			
 = 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.


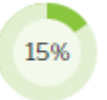
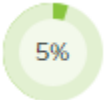


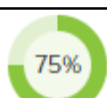


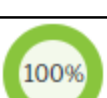
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Request business/community support and sponsorship for various school activities such as; Parent workshops; Family Nights for Literacy, Math & Science; and End of Year Carnival			
2) Request business/community members to serve on our Campus Improvement Team to provide needed feedback to the campus concerning working together to improve the ties between the community and the campus.			
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>			














Shaw Middle School Performance Objectives 2019-2020

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 2019 STAAR to the 2020 STAAR.

Targeted or ESF High Priority

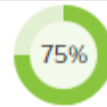
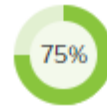
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Teachers will utilize data during planning to focus on low SEs and use standard clarifications and the Lead4ward pages to improve instruction for low SEs.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Teachers will participate in PLC to align resources to SEs, share resources, and discuss how to utilize available resources on campus.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) Peer Facilitators will meet with departments to assess resources needed to effectively implement the curriculum.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) Provide intervention to students at-risk of failing the STAAR assessment in reading, math, or science. (SG Science/Special Ed)			
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 5) Provide support to migrant students and students designated homeless through McKinney-Vento.			








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 7) Scheduling for Level I and II students were scheduled specifically in groups to help with the implementation of ESL strategies.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 8) Personnel utilized to meet the needs of at-risk students			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 9) substitutes utilized for staff members to receive training to meet the needs of at-risk students.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 10) Provide substitutes, trainings, and instructional supplies in order to meet the needs of at-risk students.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 11) Utilize Plan4Learning software to develop and monitor the campus improvement plan.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Provide gifted and talented and/or Pre-AP classes to identified gifted and talented students.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Provide opportunities for students to participate in Texas Performance Standards Projects.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) Use common assessments set at a higher passing standard and follow the district pre-ap curriculum.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Utilization of ESL strategies in every class and implementation of ELPS.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Master schedule accommodates linguistic differences to provide equal access to the curriculum.			






Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) The bilingual department will provide staff development on SIOP strategies for the classroom.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) Substitutes utilized for staff members to receive training to meet the needs of LEP/ESL students.			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Ensure special education instructional accommodations, IEP goals and objectives, and testing accommodations are implemented. (SG Science/Special Ed)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Follow district procedures regarding parental request for special education evaluation.			










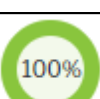
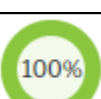
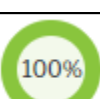
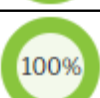
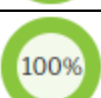





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 4) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, 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.			
TEA Priorities Recruit, support, retain teachers and principals 5) Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.AC/u0080\u009d			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 6) 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.			
 = Accomplished  = No Progress  = Discontinue			








Performance Objective 5: Teach appropriate behaviors and expectations as identified by the PBIS team.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Require all teachers and professional staff to teach students lessons during Flight Weeks in regards to positive, appropriate behaviors.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Provide a Bully Box to students so they can report cases of bullying. Training will be provided during Flight Week.			
TEA Priorities Recruit, support, retain teachers and principals 3) 3) Provide training to staff members on CD and CHAMPS.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Students will participate in physical activities during physical education classes.			
TEA Priorities Improve low-performing schools 2) Students will participate in physical education assessments including Fitnessgram.			
TEA Priorities Connect high school to career and college 3) Students in 5th and 6th grade will participate in BASIC Training curriculum which is the district approved human sexuality curriculum.			
TEA Priorities Improve low-performing schools 4) Students will participate in Universal Breakfast			
TEA Priorities Improve low-performing schools 5) Provide homebound and pregnancy related services as needed.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 7) Provide classroom violence and bullying prevention lessons.			








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 8) Provide drug prevention information and activities.			
TEA Priorities Recruit, support, retain teachers and principals 9) Participate in monthly fire drills and other crisis drills to ensure student safety.			
 = 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 2019/20 will be 96.5%










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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.			
TEA Priorities Improve low-performing schools 2) Monitor daily attendance reporting to ensure accuracy in state reporting.			
TEA Priorities Improve low-performing schools 3) Call students who are absent after three consecutive days.			
TEA Priorities Improve low-performing schools 4) Recognize students with Perfect Attendance with certificates			
TEA Priorities Improve low-performing schools 5) counseling groups for motivation, lunch groups, and home visits for students with consecutive absences.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Anchor Time - tracking improvement on Essential SE's.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) Anchor time will be used for targeted small group instruction, flexible grouping, math practice, and in school tutorials for at-risk students.			
TEA Priorities Improve low-performing schools 2) Identified Tier II students will be provided targeted small group instruction.			
<div>  = Accomplished  = No Progress  = Discontinue </div>			














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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Social Studies teachers will teach the Kids 2 College curriculum to all classes.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Provide college week activities to all students to expose them to information about attending college.			
 = 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.

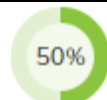



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) New teachers will participate in New Teacher Academy that will provide timely training and support.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) New teachers will receive a mentor to provide support and assistance in all areas.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) New teachers will receive training in school-wide instructional strategies and CHAMPs.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 4) We will hire school personnel to effectively meet the needs of at-risk students.			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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.			












Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Provide mentor training throughout the year in order to maximize support for mentors who are supporting new teachers.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: 100% of teachers on campus will meet highly qualified status.


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Hire highly qualified teachers to ensure student success.			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Host Family Academic Night that focuses on parent and student engagement in activities in ELAR, Math, Science, and Social Studies			
TEA Priorities Improve low-performing schools 2) Provide opportunities for parents to discuss academic performance and expectations with teachers at Report Card Conferences.			
TEA Priorities Improve low-performing schools 3) Host Meet the Teacher Night/Student Orientation to transition students from elementary to middle school.			
TEA Priorities Connect high school to career and college Improve low-performing schools 4) Provide trainings and materials for staff members to better understand and meet the needs of parents and students in an economically disadvantaged school.			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) Provide updated information on the school website.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 2) Provide incoming 5th graders and their parents with back to school information.			
 = Accomplished  = No Progress  = Discontinue			



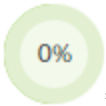

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: Increase business/community support and participation on the campus.



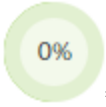

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Request business/community support and sponsorship for various school activities such as: Family Academic Night, Family Health and Fitness Night, Seahawk Fun Day.			
 = 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 become a 1 to 1 technology school and train to become a PL campus the following year

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Shaw will send teachers to trainings in order to better facilitate 1 to 1 learning and knowledge of the Connect program.			
 = Accomplished  = No Progress  = Discontinue			






















Performance Objective 2: Teachers will participate in Learning and Growing activities in the after school trainings






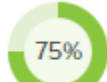












Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Provide technology training on campus.			
 = Accomplished  = No Progress  = Discontinue			

South Belt Elementary Performance Objectives 2019-2020

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		
	Nov	Aug	Aug
1) Monitor curriculum implementation through campus walkthroughs.			
2) Implement the district scope and sequence for all courses in grades PK-4.			
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards			
4) Integrate relevant literacy skills across all content areas.			
5) Use standardized rubrics for measuring response for all writing assignments and/or assessments of all content areas			
6) Ensure that all science classes incorporate hands on and outdoor laboratory activities in alignment with new state Science TEKS			
7) Use on-line databases, ebooks, books and other resources for specific TEKS.			







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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			
9) Build and convene content area curriculum committees to share successful implementation of research based instructional practices			
10) Implement research based strategies on a daily basis that promotes a variety of learner engagement techniques			
11) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's.			
12) Schedule quarterly planning meeting with all grades to add data and monitor student progress.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Analyze campus subgroup performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation			
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency			
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless and Special Education students on state and national assessments			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process			
5) Use data disaggregation to drive instruction			
6) Provide staff development on data disaggregation and how the data will drive instruction			
7) Administer common assessments, reading inventories and Curriculum Based Assessments to all K-4h grade students, analyzed and use the data to create instructional groups to provide RTI and enrichment support.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Conduct data discussions with grade level PLC teams on individual students to make instructional adjustments to ensure student success.			
 = 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		
	Nov	Aug	Aug
1) Create a staff development plan that supports implementation of district wide initiatives, as well as providing differentiated levels of instruction for all staff.			
2) Record grades that accurately communicate mastery or non mastery on a specific student expectations			
3) Use grade and/or content specific grading rubrics			
4) Use district wide grade and/or content appropriate retest standards			
5) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner			
6) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
7) Teachers will attend training opportunities for problem solving and higher level questioning/thinking skills needed to increase rigor.			
8) Provide staff development on differentiation/scaffolding designed to meet the needs of every student.			
9) Establish and support campus PLC's.			
 = 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		
	Nov	Aug	Aug
1) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student			
2) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor			
3) Teachers will attend training opportunities for curriculum components needed to increase relevance			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff			
5) Establish and support campus PLC's			
6)) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			
 = Accomplished  = No Progress  = Discontinue			



















Performance Objective 5: Throughout the current school year, reading initiatives designed to increase reading skills of all students will continue, as evidenced by exceeding state performance levels.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
2) Provide time and materials for purposeful reading during the school day			
3) Provide reading information to teachers regarding special reading needs of dyslexic students			
4) Identify student reading levels to monitor reading improvement to align reading materials to their instructional level			
5) Provide staff development for reading strategies			
6) Provide library books and online resources to support all learning styles			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Follow district G/T identification procedure			
2) Promote G/T Summer Exploration Camp opportunities			
3) Participate in Texas Performance Standards Project			
4) Students will be clustered and instructed by G/T certified teachers			
5) Promote participation in the Duke Talent Search program in fourth grade			
 = Accomplished  = 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		
	Nov	Aug	Aug
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.			
2) Ensure the implementation of 504 accommodations for eligible students			
3)) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
4) Implement research-based programs designed to accelerate student learning			
5) Provide additional and individualized support to parents of at risk students			
6) Hold intervention meetings every six weeks to review student data and progress monitoring reports, develop appropriate individualized or small group intervention support based on the collected data.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
7) Provide intervention services through extended year programs, incorporating TEKS requirements based on current year data.			
8) Daily tutorials (STEER Time) will be in the master schedule for each grade level in order to provide additional appropriate instructional support for students in need.			
 = 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		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students.			
2)) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff			
3) Create a crisis management plan, including safety drills			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.			
6)) Provide staff development concerning abuse and reporting obligations.			
7) Continue to implement school-wide Guidelines for Success and review common area expectations with students and staff members.			
8) Develop CHAMPS expectations for activities and transitions and display posters throughout the building to remind students of the expectations.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1)) Participate in district-wide coordinated school health initiatives.			
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis			
4) Administer Fitnessgram and use reports to drive instruction.			
5) Provide Parent Education Opportunities for coordinated school health at each campus			
6) Participate in a variety of events that promote healthy living, such as Walk for Sight, Walk for Diabetes, Autism Walk, Jump Rope for Heart, etc., and invite parents to attend.			
 = 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		
	Nov	Aug	Aug
1) Use district wide grading standards that are linked to student expectations and are based on best practices.			
2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.			
3) Use grades and/or content specific grading rubrics.			
4) Use district wide grade and/or content appropriate standards.			
5) 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: During the current school year, increase the campus attendance rate to 97.5% or above for all students.




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Monitor ARD paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor sped evaluations to ensure initial referrals to special education are conducted within appropriate time lines.			
3) Provide staff development for teachers working with special education students experiencing reading difficulties.			
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
5) Campus will follow district procedures regarding parental request for special education evaluations.			
6) Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision Making Process for students with disabilities by 1) use of data from progress monitoring, CBA, etc to make determinations regarding state assessments and ensure progress, 2) ensure ARD documents clearly delineate the need for STAAR A/STAAR Alt (ie PLAFPs, IEPs, deliberations) and 3) utilizing district/state required STAAR A and STAAR Alt Participation Requirement forms.			
7) Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			
8) Campus will follow district policy to ensure students with disabilities have access to all campus facilities			
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.			
10) Campus will monitor the number of students with disabilities being served in the least restrictive environments.			
11) Students meeting the requirements will be serviced in the general education classrooms through Support Facilitation, with IEP tutorials given during Steer Time by the support facilitation teacher.			
12) Special education teachers are included in training given in the area of dyslexia and related disorders			
 = 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		
	Nov	Aug	Aug
1) Provide technical support needed to administer the istation assessments that are required.			
2) Classrooms will be equipped with at least minimum requirements for the 21st Century Classroom.			
3) Increase the integration of technology into instruction, curriculum and assessment PK-4 as outlined in the District Technology Plan.			
4) Ensure all teachers have access to adequate technology in the implementation of the TEKS/STAAR requirements.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 14: 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.




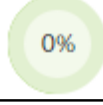
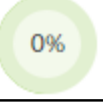
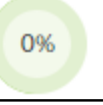



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Implement the ESL scope and sequence at all grade levels.			
2) Prepare ESL students for an appropriate and timely transition by following the district ESL expectations.			
3) Provide opportunities for staff to attend ESL and ELPS training.			
 = 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, students will receive information and guidance necessary to facilitate successful entry in post-secondary education






















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns			
 = 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		
	Nov	Aug	Aug
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			
 = Accomplished  = 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.

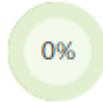

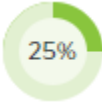
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide team building opportunities to increase skills in building relationships			
2)) Provide mentors and staff development opportunities to new personnel.			
3)) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff			
5) Provide peer observation opportunities.			
6) Assign a mentor to all first year certified staff members and provide a buddy teacher for all new experienced teacher. Provide time for observations.			
 = Accomplished  = No Progress  = Discontinue			




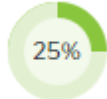











Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

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		
	Nov	Aug	Aug
1) Include parent education component in orientation programs.			
2) Provide parent education on various topics.			
3) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
4) Provide parent workshops regarding reading with children, online resources and eBooks.			
5) Provide educational resources for parents on the campus website.			
6) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title 1 information and TAPR data, test results, etc.			
7) Invite parents to visit the campus to meet with teacher and review student work during Texas Public School Week.			
8) Communicate with parents by utilizing weekly folders sent home each Tuesday			
9) Implement WATCH Dogs Program			
10) Grade level music programs to showcase student talent in fine arts.			
 = 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		
	Nov	Aug	Aug
1) Expand learning opportunities for students in school/community service.			




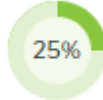

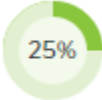
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Promote student/parent/business involvement through volunteerism.			
3) Promote service organizations for students in school.			
4) Participate in the See to Succeed program.			
5) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Para of the Year, Student of the Month, Outstanding Volunteer, 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: 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		
	Nov	Aug	Aug
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. 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) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.			
5) Implement an age appropriate and vertically aligned guidance curriculum.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide training to campus Medical Emergency Response Teams (MERT) by incorporating Stop the Bleed			
2) Establish protocols for safety procedures on field trips.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Provide opportunities for employees to be trained in personal safety.			
4) Provide opportunities for staff to attend the district ALICE trainings.			
5) Develop and implement campus Emergency Operation Plans and safety drills including a reunification plan			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.









Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
2) Provide support for students and staff participation in service learning opportunities.			
 = Accomplished  = No Progress  = Discontinue			






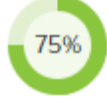
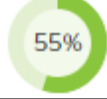

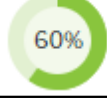
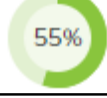

South Houston Elementary Performance Objectives 2019-2020





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.

Targeted or ESF High Priority






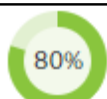
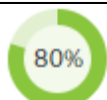

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor curriculum implementation through campus walkthroughs.			
2) Monitor implementation of curriculum and research based strategies through coaching model.			
3) Monitor the implementation of the District Scope and Sequence for all subjects in Pre-K through 4th grade.			
4) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
5) Integrate relevant literacy skills across all content areas.			
6) Each grade level will collaboratively meet, and with the assistance of the campus Peer Facilitators, will develop both formative and summative assessments for student expectations.			





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
7) Teachers will review, implement, and evaluate instructional activities/strategies based on District curriculum and scope and sequence.			
8) Campus will continue to target reading fluency, comprehension skills, and writing through Balanced Literacy and Writer's Workshop.			
9) Campus will continue to target math problem solving with multiple problem solving strategies (Graphic organizers and Problem Solving model).			
10) Implement gradual release model for lesson design and delivery.			
11) Use 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.			
17) Continue to work extensively PLCs 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.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
18) ACE Program will provide academic enrichment classes that will support the District's curriculum.			
 = Accomplished  = No Progress  = Discontinue			








Performance Objective 2: Data disaggregation will drive the design of instruction.

Targeted or ESF High Priority


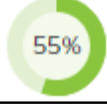


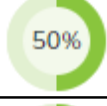

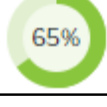

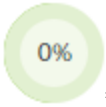

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Disaggregate 2019 STAAR results data to identify the higher SE's and the hot and critical spots and design SMART goals for growth.			
2) Vertical team meeting to review data and identify hot spots across grade levels. Horizontal teams Pre-K-4th 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.			
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, CBA and MAP 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.			
4) Analyze campus subgroup student performance on assessment disaggregated by LEP and Special Education participation.			
5) Provide staff with longitudinal data on the percentage of LEP students making progress towards English Proficiency.			
6) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
7) Provide staff development opportunities for general education teachers on the intervention and special education process.			
 = Accomplished  = 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.

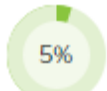
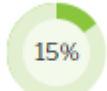






Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			
3) Through data PLCs, teachers will receive training in best teaching practices and intervention strategies.			
4) Continue to support campus PLCs.			
 = 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		
	Nov	Aug	Aug
1) Provide information to teachers to promote literacy across content area with sufficient books available to support all subjects.			
2) Provide time and materials for purposeful reading and writing activities during the school day.			
3) Provide information to teachers regarding academic needs of dyslexia students.			
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			
5) Provide staff development in literacy, math and writing strategies.			
6) Provide library books and online resources to support all learning styles.			
7) Provide time and materials for purposeful math activities during the school day.			
 = 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		
	Nov	Aug	Aug
1) Follow District G/T identification procedure.			




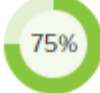



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Promote G/T Summer Exploration Camp opportunities			
3) Participate in Texas Performance Standards Project			
4) Students will be clustered and instructed by G/T Certified teachers			
5) Implement G/T pullout program for identified students.			
6) Promote participation in the Duke Talent Search Program in fourth grade.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Plans will develop plans for students at risk of failing a portion of the STAAR.			
2) Ensure the implementation of 504 accommodation for eligible students.			
3) Use common assessment data for early identification of individuals who might be at risk of not mastering TEKS.			












Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Implement research-based programs designed to accelerate student learning.			
5) Provide additional support to parents of at-risk students.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection.			
2) Provide opportunities for staff to attend ELD and ELPS training opportunities for all teachers. All Bilingual teachers will attend Bilingual focus trainings in grades K-4th.			
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district Bilingual continuum.			
4) Implement the bilingual continuum requirements at all grade levels.			
 = 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		
	Nov	Aug	Aug
1) Implementation of Conscious Discipline strategies with students (morning greetings, safe place, friends and family board, visual schedules, wish-well).			
2) Provide conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			
3) Create a crisis management plan, including safety drills.			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Gang Awareness training and Character Education programs			
6) Utilize behavior specialists to provide intervention strategies and develop an intervention plan for students with chronic misbehavior.			
7) Provide staff development concerning abuse and reporting obligations.			
8) Reduction in the number of office referrals as compared to 2017-2018.			
 = 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		
	Nov	Aug	Aug
1) Participate in district and campus wide coordinated health initiatives (CHAC).			
2) Establish a Campus Health Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitness Gram and use reports to drive instruction.			
5) Provide Parent Education Opportunities for coordinated school health at each campus.			
6) Recess based on District recommendation for each grade level.			
 = 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		
	Nov	Aug	Aug
1) Use District wide grading standards that are linked to student expectations and are based on best practices.			
2) Use grade and/or content specific grading rubrics.			





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Use District and campus guidelines regarding the appropriate use of homework.			
4) Use District wide and/or content appropriate retest standards.			
5) Using an RtI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 11: Increase the campus attendance rate to 96% or above for all students.











Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Attendance incentives will be utilized to recognize and promote outstanding attendance.			
2) Utilize the RtI team to provide specific strategies for students with attendance problems.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate time lines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading/math difficulties.			
4) Work collaboratively with the district Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required time lines.			
5) Campus will follow District procedures regarding parental request for special education evaluation			
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBA's, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR, STAAR Alternative (i.e.. PLAFF's, IEP's, 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.			
8) Follow District policy to ensure students with disabilities have access to facilities.			
9) Provide training for all teachers working with students with disabilities.			
10) Include special education teachers in training provided in the area of dyslexia and related disorders.			
11) Monitor number of students with disabilities being served in the least restrictive environment			






Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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		
	Nov	Aug	Aug
1) Classrooms will be equipped with at least the minimum requirements for the "21 Century classroom".			
2) Increase the integration of technology into instruction, curriculum and assessment, Pre-K - 4th as outlined in the District Technology Plan.			
3) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Increase the integration of technology into instruction, curriculum and assessment, PreK-4th as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Encourage more students to set goals to attend college by promoting College Week.			
2) Promote college/career awareness			
 = 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		
	Nov	Aug	Aug
1) Provide students with real world experiences that explore a wide range of careers.	<div><div></div>45%</div>		
2) Provide opportunities for students to explore various career opportunities through an annual Career Day	<div><div></div>100%</div>	<div><div></div>100%</div>	<div><div></div>100%</div>
3) Provide books and resources to bring awareness to students of various career opportunities	<div><div></div>75%</div>		
<div> <div><div></div>100%</div> = Accomplished <div><div></div>0%</div> = No Progress <div><div></div></div> = Discontinue </div>			











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		
	Nov	Aug	Aug
1) Provide team building opportunities to increase skills in building relationships.			
2) Provide mentors and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
5) Provide Coaching cycles to new and veteran teachers according to need			
 = 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.









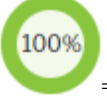


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Include parent education component in orientation programs.			
2) Implement Superintendent's Stay in School Project/District Attorney Partnership.			
3) Provide educational resources for parents on our campus website.			
4) Provide instructional resources (online resources and e-books) and workshops for parents to utilize at home with their child.			
5) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title 1 information and TAPR data.			
6) Provide parent trainings during ACE after school program			
7) Provide Conscious Discipline for parents			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Community involvement will be increased by 5% expansion in partnership and enhanced communication.





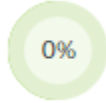

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			
 = Accomplished  = No Progress  = Discontinue			

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		
	Nov	Aug	Aug
1) Continue to build on and implement Conscious Discipline strategies with students and staff			
2) Provide conflict resolution, bullying and Conscious Discipline training opportunities for students and staff			
3) Create a crisis management plan, including safety drills.			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Gang Awareness training and Character Education programs.			
6) Utilize behavior specialists to provide intervention strategies and develop an intervention plan for students with chronic misbehavior.			
7) Provide staff development concerning abuse and reporting obligations.			
8) Reduction in the number of office referrals as compared to the previous year.			
 = Accomplished  = No Progress  = Discontinue			





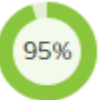













Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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 2019-2020

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 2019-20, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles such that performance on all measures will meet or exceed the district average.






















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) 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.			
TEA Priorities Build a foundation of reading and math			
2) Implementation of TIER 3 classes in reading and math to address gaps in learning for identified students.			
3) ELPS and SIOP training for identified teachers, to ensure compliance with the state requirements for the English Language Proficiency Standards.			
4) 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 to discuss classroom strategies and curriculum.			
TEA Priorities Build a foundation of reading and math			
5) Use of library resources and reading/writing strategies to improve student performance.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: During 2019-20, 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		
	Nov	Aug	Aug
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) Academic intervention process (IAT) for at risk students including strategies for PLCs to use to identify students who qualify for testing accommodations within the RTI framework.			
TEA Priorities Build a foundation of reading and math 3) Implementation of Trojan 30 (PIE Time) scheduled during the day, 4-days per week for 30 minutes/day. Teachers will work in PLC teams in the 4-core, LOTE, and CTE to develop intervention and enrichment for students based on data from STAAR, CBA and classroom observation.			
TEA Priorities Build a foundation of reading and math Connect high school to career and college 4) Tutorials (STAAR, AP, SAT, PSAT, TSIA) for students who are identified as in need of assistance based on previous scores, benchmarks and/or teacher recommendation via Edgenuity Lab, Intervention Classes (Trojan 30, STAAR Courses), Extended Day STAAR tutorials and Core-Content Academies.			
TEA Priorities Build a foundation of reading and math 5) Summer credit recovery and enrichment opportunities will be offered to students who do not meet the credit requirements to be promoted to the next grade level or who have been identified for acceleration to prepare them for more advanced coursework the next year (AP or Dual Credit). Edgenuity credit recovery, virtual school, face-to-face prep session for TSIA and STAAR.			
 = Accomplished  = No Progress  = Discontinue			










Performance Objective 3: During 2019-20, provide an array of learning opportunities geared for gifted/talented and advanced placement students to meet unique needs and provide extended support services as measured by 100% passing STAAR, 70% scoring Masters Grade Level Performance, and 50% earning a three or higher on AP exams.

Next Year's Recommendation 3: will reset for new year. goal interrupted by COVID







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Increase AP and PAP enrollment using ECHS, Connect, feeder school visits, and teacher recommendation, as well as AP contracts for enrolled students.			
2) Increase AP scores by offering extra tutoring and enrichment opportunities on Saturdays, as well as during and after school.			
3) Increase the number of students taking the PSAT, SAT/ACT and AP Tests.			
4) Increase the number of student achieving Masters for all STAAR assessments via enrichment opportunities.			
5) Continuation of Early College High School and expansion to the 12th grade.			
6) Offer enrichment opportunities in the form of UIL academic teams, Honor Societies, Student Council, Speech and Debate, and Academic Decathlon.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: To increase student participation in performance electives (fine arts, CTE, and athletics).

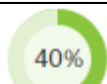

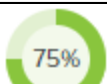



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Trojan Television to showcase our athletics, and also other programs and clubs in order to encourage students to get involved at school.			
2) Elective fairs to help showcase courses for current students and help students make an informed decision for the next school year.			







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) 8th Grade Enrollment Visits to feeder schools.			
4) To increase participation in athletics and fine arts by providing a competitive and relevant program.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 5: By June 2020, the campus will develop a plan for implementation of research based grading policies and procedures that link student assessment to mastery of student expectations.










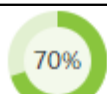
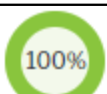
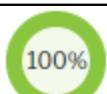
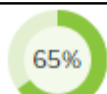


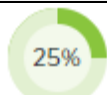





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Creation of a Grade Policy Committee to research best practices and draft a new campus grading policy based on district expectations.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 6: During 2019-20, increase the campus; attendance rate to 95% or above for all students.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Home visits to students who have experienced serious attendance problems or who have dropped out of school.			
2) Parent conference and Attendance Contract with students who are experiencing severe attendance issues.			







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Incentives for student with perfect attendance or who significantly improve their attendance.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 7: To 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		
	Nov	Aug	Aug
1) SPED case managers will meet with students they supervise to intervene as needed. Parent contact and Home visits as needed for struggling students.			
2) Guidelines for all ESL and SPED transition meetings will be followed 100% of the time - LPAC, MDR, T-1, etc.			
3) 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.			
4) Training for all staff on the ARD process, IEPs and other special education topics.			
5) A team of teachers, aides and administrators will be trained and in proper restraint and laws that govern restraint.			
6) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
 = Accomplished  = 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.








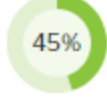
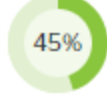



Performance Objective 1: During 2019-20, all students will be provided with various options for obtaining course credits utilizing technologically based delivery systems including opportunities to earn college credit prior to graduating from high school.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) 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.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) College counselors will offer opportunities for students and parents to explore post-graduation opportunities, pursue financial aide and meeting other requirements for college/technical school entry.			
TEA Priorities Connect high school to career and college 2) College Visits - students visit various college campuses to learn requirements, campus life, etc. with CIS, SIOP, AP, ECHS, Connect, and AVID Programs.			
TEA Priorities Connect high school to career and college 3) College Days - Bringing colleges to the school for students to visit with and learn about in coordination with CIS, and college counselors.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: By May 2020, all students will be provided with information related to 21st century certification and career opportunities.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) Elective fairs for current and incoming students who will be attending SHHS next Fall to assist them in exploring career opportunities, electives, and pathways prior to registration.			
TEA Priorities Connect high school to career and college 2) Increase the number of students participating in CTE courses, worked based learning programs (Co-Op), and industry certification courses.			
TEA Priorities Connect high school to career and college 3) 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			


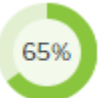










Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By January, 2020, 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Attend job fairs, set up interviews, and follow up with reference checks.			
TEA Priorities Recruit, support, retain teachers and principals 2) Mentoring/Coaching for new and struggling teachers.			
TEA Priorities Recruit, support, retain teachers and principals 3) Staff development for all teachers on strategies for working with at risk students.			
TEA Priorities Recruit, support, retain teachers and principals 4) Faculty celebrations and awards.			
TEA Priorities Recruit, support, retain teachers and principals 5) To provide Campus Content Support personal to all core areas for curriculum and instruction support, as well as special population support.			
 = 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 2020, 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		
	Nov	Aug	Aug
1) Parent information meetings through counselors, AP, ECHS, Connect, and CIS.			
2) Award ceremonies, open house, parent meetings.			
3) A system to call parents/guardian to notify them of important school information, meetings and student attendance.			
 = Accomplished  = No Progress  = Discontinue			



















Performance Objective 2: Increase community involvement during 2019-20 by a 5%.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) SHHS Official Website, Twitter, Instagram, and Facebook Page to highlight events on campus and send out information concerning the campus.			
TEA Priorities Connect high school to career and college 2) 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.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
<div> <div>  = Accomplished </div> <div>  = No Progress </div> <div>  = Discontinue </div> </div>			

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 2019-20, to sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Safety drills will be conducted on a regular basis with immediate feedback given to students and staff.			
2) The Safe & Civil School committee will continue to meet and plan for the safety of the campus.			
3) Safety plans for identified students along with BRT interventions will be developed as needed by IAT, 504 and SPED.			
4) 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.			
5) Contingency funds to be used as deemed necessary for the safety and success of all students in the form of training, programs, guest speakers, equipment, or other unexpected costs.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: By June 2020 develop a school counseling program that increases the percentage of time spent with students regarding academic, social and mental health needs.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide student group sessions on violence prevention/intervention topics including bullying, conflict resolution, suicide prevention and harassment, anger management, etc.			
2) Safe and Drug-Free Schools Initiative - Drug Awareness Campaign, Red Ribbon Week, Guest Speakers and Leadership Training for Students.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: Establish programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Community Service and Volunteer Projects for student participation.			
2) Programs for Pearl Harbor Remembrance, Veteran's Day, etc.			
 = 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.

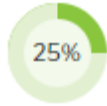
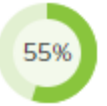

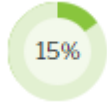
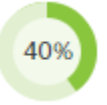
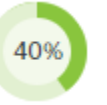






Performance Objective 1: To maintain and improve the campus facility to create a safe and disciplined environment conducive to student learning



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) SHHS will follow district policy to ensure students with disabilities have access to facilities.			
2) Facilities upgrades for a safe and secure campus.			
 = Accomplished  = No Progress  = Discontinue			




South Houston Intermediate Performance Objectives 2019-2020

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote college and career readiness.







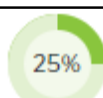
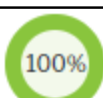

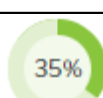
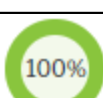
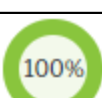



Performance Objective 1: Student performance on 70% of the district and state assessments will be at or above the district and state averages for Writing.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Each team of teachers will require students to create a piece of writing from a specified prompt. a. Use of content area anchor charts 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 f. Use of higher level text for close reading g. Use of Intervention period (PPP) h. Use of quick writes and journaling			
2) Extended Day Program for students in need of acceleration and/or enrichment. a. Teacher selection of students based on data.			
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 (h) Writing Camp			
4) Curriculum will be aligned through the STAAR Readiness and Supportive Standards			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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 (f) Use of manipulatives			
7) District Pasadena Plus Plan (a) Kilgo Data and Heat Maps Disaggregated STAAR data from previous year, CBAs, released Tests (b) Instructional Time line (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			
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.			
9) Rigorous Instruction and student learning will be supported by campus Content Coaches			
10) Special Education Aides and Title I Aides will be utilized and trained to support special education students.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Extended Day Program for students in need of acceleration or enrichment.			
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			
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 dis-aggregation using Kilgo and Heat Maps (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) 1:1 technology (f) 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.			




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Rigorous instruction and student learning will be supported by Campus Content Coaches.			
7) Special Education Aides and Title I Aides will be utilized and trained to support special education students.			
 = Accomplished  = No Progress  = Discontinue			




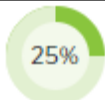
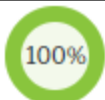







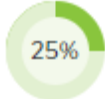





Performance Objective 3: Student performance on 70% of the district and state assessments will be at or above the district and state averages for Reading.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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 Disaggregation Discussions and plan of action			
3) Silent Reading - Classroom time will be allotted or silent reading. Reading Squared will enhance and support the different activities and programs in our campus to encourage and improve reading among all our students. (a) Reading Squared digital logs (b) Student submission of text summary			













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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 Heat Map data dis-aggregation (c) STAAR Review/Blitz (d) Increase 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) Mock STAAR data tracker			
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. (a) Each class in the Elective Department will administer STAAR formatted tests. (b) 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 Content Coaches.			
7) Special Education Aides and Title I Aides will be utilized and trained to support special education students.			
 = 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		
	Nov	Aug	Aug
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			






















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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 dis-aggregation (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			
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			
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.			
5) Rigorous instruction and student learning will be supported by Campus Content Coaches.			
6) Special Education Aides and Title I Aides will be utilized and trained to support special education students.			
 = Accomplished  = 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		
	Nov	Aug	Aug
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 dis-aggregation (l) Maps 101 (m) PLCs (n) Schoology (o) 7 Steps to a Language Rich Environment (p) AVID strategies (q) ACE After School Program			
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 dis-aggregation (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			
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.			
4) Rigorous instruction and student learning will be supported by campus Content Coaches.			

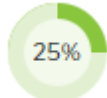



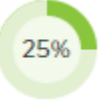
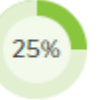









Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Special Education Aides and Title I Aides will be utilized and trained to support special education students.			
 = Accomplished  = No Progress  = Discontinue			

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		
	Nov	Aug	Aug
1) Ensure that the recruitment for such programs remains free from bias.			
2) Promote participation in local and regional events and performances.			
3) Continue vertical team opportunities in all disciplines. Advanced Placement staff development to assist teachers with program design and development with help from Fine Arts Department.			
4) Increase participation in the Advanced Placement Programs for students in all subgroups and in AVID classes.			
5) Participate in the Texas Performance Standards Project.			
6) Provide Fine Arts students with the opportunity to interact with their peers from other campuses.			
 = Accomplished  = 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		
	Nov	Aug	Aug
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. Reading Squared h. Rosetta Stone i. 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.			
 = Accomplished  = No Progress  = Discontinue			







Performance Objective 2: By the Spring of the year 2020, Distinction will be achieved in Special Education













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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) 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			
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) SUCCESS Program - Touch Math and News2You			
3) STAAR Prep Materials and Extended School Year- Teachers will utilize preparation materials to transition from alternative assessments to STAAR (a) STAAR / STAAR - ALT2 materials (b) Online resources for reading support (c) ESL Reading Smart (d) Extended Day Tutorials to accelerate instruction and close academic gaps for Special Education Students (e) In School tutorial program (f) Parent Conferences (g) Parent Academic meetings (h) LLI kits			
<div>  = Accomplished  = No Progress  = Discontinue </div>			

Performance Objective 3: South Houston Intermediate will continue setting guidelines and structures to provide a safe and healthy learning environment.
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
3) Health Instruction will be continued to be incorporated through physical education classes, and Intramural Activities as well as offered for High School Credit. (a) Jump Rope for Heart, Rollerskating, Intramurals (b) Drug Awareness curriculum - Red Ribbon Week activities (c) Health Clinic (d) Wave Clinic services are offered to South Houston Intermediate (e) CIS Parent Nights (f) Yearly Physical fitness test- fitnessgram (g) Meaningful, scientific, researched-based information (h) Movement in class will be encouraged using Brain energizers (i) Students will participate in Universal Breakfast (j) Students attending after school tutorials are provided with healthy snacks. (k) Purple Thursday (Domestic Violence) (l) Digital Citizenship Awareness			
 = Accomplished  = No Progress  = Discontinue			




Performance Objective 4: By June of the year 2020, 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		
	Nov	Aug	Aug
1) Provide gifted and talented and/or Pre-AP classes to identified gifted and talented students.			
2) Provide book clubs for students to discuss literature during lunch and introduce inquiry circles to students.			




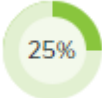














Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Provide students with the opportunity to participate in the Name That Book Competition			
4) Provide after enrichment for students in areas of interest			
5) Provide opportunities for students to participate in Texas Performance Standards Projects			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 5: By June 2020, the average daily attendance (ADA) will be at least 97%



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor daily attendance to ensure accuracy in state reporting.			
2) Call students who are absent a second consecutive day			
3) Utilize automated phone system to contact parents whenever a child is absent			
4) Provide written notification to parents or guardians regarding 3 unexcused absences and the potential referral to legal authorities. Refer students with 3 or more unexcused absences within a four week period or 10 or more unexcused absences within a 6 week period to appropriate legal authorities.			
5) Provide counseling services to students that are experiencing attendance issues due to social or emotional reasons.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 6: By June of the year 2020, the percentage of at-risk students that demonstrate satisfactory academic performance will be equal or greater than the state average.

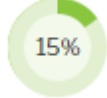














Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide academic and counseling support for qualifying at-risk students on campus			
2) Intervention Assistance Team (IAT) will meet at least every 6 weeks with teachers to identify at-risk students and discuss strategies for assisting those students. Interventions and monitoring will be documented on Mizuni.			
3) Students identified as at-risk will be provided with tutoring services such as Khan Academy, PPP, LLI or Delta Math by identified personnel.			
4) Provide reading intervention instruction to struggling readers and students diagnosed with dyslexia.			
5) Provide additional instruction to students outside of the regular school day.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 7: Discipline Referrals will decrease by at least 5% from the 2019-2020 school year.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide a bullying training to all teachers and professional staff.			
2) Continue with peer mediation program to help reduce conflict between students and teach conflict resolution skills.			
3) Continue the implementation of conscious discipline and CHAMPS by providing training to new teachers and posting expectations in all common areas.			
4) Provide an anti-bullying presentation to all homeroom classes.			
5) Implementation of Restorative Circles			
 = 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: Our students will utilize the AVID/AVID Excel program(s) to draft a plan for their future with the emphasis on preparing students to enroll in accelerated programming on campus.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Accelerated Program at all levels for Pre-AP and GT students a. Staff Development in GT strategies b. Staff Development at Rice Institute c. AVID			
2) National Junior Honor Society - (NJHS) (a) Encouraging Academic Excellence (b) Identification of eligible students (c) Induction ceremonies (d) Service Projects: HOSTS, Toy Drive, Food Drive, Babysitting for Parent Academic Nights, AIDS walk Houston, Breast Cancer Walk - Houston (e) 30 hours required Community Service			
3) Academic Excellence Assemblies - (a) STAAR Bash (b) Year end Recognition (c) Semester Celebrations (d) Extended Day Bash (e) Team Academic Celebrations (f) Academic Pep Rallies (g) Wall of Fame (h) Honor and Merit Roll (i) Brunch Roll			
4) Classes for High School credit are offered (a) Algebra (b) Health (c) Art (d) Spanish (e) Spanish Credit by Exam (f) U.I.L. Fine Arts			
 = 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.







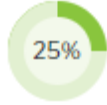


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) South Houston Intermediate teachers will teach to the student's readiness and needs (a) STAAR materials for planning (b) Classroom evaluation for planning (c) Special projects (d) Rigor, Relevance and Relationships (e) Principal STAAR talks through 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) Reading Skills Class and Tutorial Program (p) Saturday STAAR Camps (q) Technology (r) Communities in Schools (s) ACE After School Program			
<div>  = Accomplished  = No Progress  = Discontinue </div>			







Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: Develop Multicultural Awareness

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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 Heat Map STAAR data dis-aggregation (c) STAAR conference with students and teachers (d) STAAR and SSI talks by Principal to all 8th grade History Classes			
4) Consistent Parent Communication - (a) Newsletters (b) Marquee (c) Team/Individual Conferences (d) Open Policy for Visits (e) Progress Reports and Report Cards (f) Parent Meetings (g) Open House (h) Seventh Grade Orientation (i) Academic Parent Nights (j) Telephone Automated Call-Out System (k) Flyers (l) Posters (m) School Web Page (n) Staff Development Training			
 = Accomplished  = No Progress  = Discontinue			


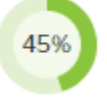




Performance Objective 2: Students, school personnel, parents, and community members will unite to improve the educational climate.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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 (q) Restorative Circles			
2) VIP (Honorable Chief) program will be utilized to recognize student success. (a) Students will be rewarded for Honor Roll, Perfect Attendance, and Excellent Conduct (b) Incentives for all VIP students (c) Principal recognizing VIP students on "Wall of Fame" (d) Year end Certificates (e) Honors Assemblies (f) Parent Center (g) Brunch Roll			
3) Athletic Recognition - (a) Announcements: Outstanding Players and Performances (b) Newsletters (c) Certificates and Plaques (d) Year End Banquet and Activities (e) Campus Newsletter (f) Marquee (g) Athletic Study Hall and Tutorials (h) Campus News (i) Indian News (Indian Vision)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
<p>4) 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:</p> <ul style="list-style-type: none"> (a) Team work (b) Communication (c) Self-esteem (d) Money management (e) Citizenship <p>Student Activities:</p> <ul style="list-style-type: none"> (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 			
<div>  = Accomplished  = No Progress  = Discontinue </div>			













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		
	Nov	Aug	Aug
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	 20%	 45%	 45%
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	 25%	 100%	 100%







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) After School Clubs - (a) Recycling Program (Trash Rats) (b) Soccer (c) Robotics Club (d) Spanish Club (e) See You at The Pole (f) Library Club (g) Orchestra Club (h) Computer Club (i) College Bound Club (j) Intramural (k) Dance Club (l) Athletics Club (m) Band Club (n) Game Club (o) Yearbook Club (p) Chess Club (q) International Reading Club (r) Optimist Club (s) Media Club (t) M.O.D. (u) National Junior Honor Society (v) Chess Club (w) Pentathlon Club (x) AVID			
4) Communities in Schools - Will help to match students attending South Houston Intermediate with community members. These volunteers provide consistent support and guidance on a one-on-one basis to encourage students to successfully learn, stay in school, and prepare for life.			
 = Accomplished  = No Progress  = Discontinue			













Performance Objective 2: By June of the year 2020, the number of business and community partnerships will increase by 25%.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Recruit businesses to participate in career day			
2) Continue participation in community sponsored programs that provide social and academic support for our students and families, such as Backpack Buddies			
3) Seek and develop new partnerships with businesses and the community that will provide support for our students.			
 = Accomplished  = 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 2020, 100% of all classrooms will meet the requirements of a 21st century classroom. By the Spring of the year 2020, 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 2020, all classrooms will be equipped with Promethean Boards and Projectors; and all students will have a Dell Tablet to use daily. Parents will utilize Skyward to track their child's academic performance.













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) We provide technology in the classroom through the 1:1 initiative. All grade levels will access computers and multimedia technology through the classrooms, the Library Media Center, Computer Labs, Mobile Computer Labs to integrate a focus on STAAR, student projects, research, and essay writing.			
2) All grade levels will use technology and multimedia to promote and improve reading skills. (a) Accelerated Reader Program (b) Remind 101 (c) Brain Pop (d) United Streaming (e) Inspiration Software (f) Microsoft Office (g) Web Site (h) Gaggle.net Email and Blig Resources (i) Research Projects (j) ThingLink (k) Prezi (l) Edgenuity (m) ActiView (n) YouTube (o) ActivInspire (p) 1:1 initiative (q) I-Station (r) Plan4Learning			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) All grade levels will use technology and multimedia to improve math and science skills and scores on these respective STAAR tests (a) EDUCAIDE CD-Rom on all computers (b) Hands-on manipulatives and activities (c) TMSA (d) Microsoft Office (e) Technology Links (f) T-3 District Grant (g) Math and Science Modules (h) Science Experiments (i) Hands-On activities and manipulatives (j) Research Projects (k) Synergistic Technology Software			
4) All grade levels will use technology and multimedia to improve Science and Social Studies skills and improve scores on their respective STAAR tests. (a) United Streaming (b) Brain Pop (c) Resource Links (d) Curriculum on Wheels (COW) (e) 1:1 initiative			
5) Students will use advanced technology application skills to learn programming and team work to participate in Robotics competitions using their Math, Science and Language Arts skills (a) Robot Design (b) Robot Task Performance			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: By June of the year 2020, 50% of the 8th graders will meet the proficiency standard on the Tech Literacy Assessment.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Increase technology integration in classroom lessons through the use of the 1:1 Dell tablets.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: By June of the year 2020, 85% of teachers will participate in at least 3 hours of technology training.



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Encourage teachers to participate in district technology training.			
2) Provide technology training on campus			
3) Provide orientation to technology services			
 = Accomplished  = No Progress  = Discontinue			




























South Shaver Elementary Performance Objectives 2019-2020

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.












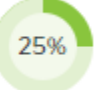









Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor curriculum implementation through campus walkthroughs.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Implement the district scope and sequence for all courses in grades PK through 4.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) Provide campus-based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
4) Integrate relevant literacy skills across all content areas.			
5) Implement gradual release model for lesson design and delivery.			
6) Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.			
8) Use on-line databases, eBooks, books, and other resources for specific TEKS.			
9) Provide staff development on utilization of on-line databases and resources.			
10) Provide staff with the training necessary to implement differentiated research-based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.			
11) Build and convene content area curriculum committees to share successful implementation of research-based instructional practices.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 12) Provide instructional supplies and materials needed to implement research-based strategies on a daily basis to promote a variety of learner engagement techniques.			
13) Develop and provide research-based instructional strategies and staff development plan for technology integration.			
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's.			
 = Accomplished  = 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.






















Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation.			
2) Provide staff with longitudinal data on the percentage of ELL students making progress toward English proficiency.			
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction.			
6) Use data disaggregation to drive instruction.			
 = Accomplished  = 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.


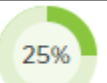

Targeted or ESF High Priority






















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Create a staff development plan that supports implementation of district-wide initiatives.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Provide data talks on differentiation/scaffolding designed to meet the learning needs of every student.			
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
4) Teachers will attend training opportunities for curriculum components needed to increase rigor and relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
6) Establish and support campus PLCs.			
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			
 = Accomplished  = 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.




Targeted or ESF High Priority



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Continue/maximize the campus use of Accelerated Reader.			
3) Provide time and materials for purposeful reading during the school day.			
4) Provide information to teachers regarding special reading needs of dyslexia students.			
5) Identify student reading levels to monitor reading improvement, and align reading materials to their instructional level.			
6) Provide staff development about reading strategies.			
7) Provide library books and online resources to support all learning styles.			
 = Accomplished  = 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.







Targeted or ESF High Priority















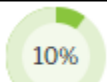









Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Follow district G/T identification procedures.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Promote G/T Summer Exploration Camp opportunities.			
TEA Priorities Build a foundation of reading and math 3) G/T students will participate in Texas Performance Standards Project and other supplemental enrichment activities aligned with the regular academic program.			
4) Students will be clustered and instructed by G/T-certified teachers.			
5) Implement G/T Pullout program for identified students.			
6) Promote participation in the Duke Talent Search program in fourth grade.			
 = Accomplished  = 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.


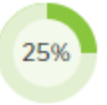
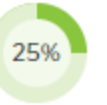

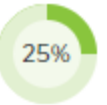
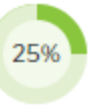

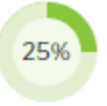
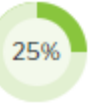

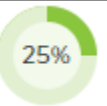
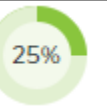



Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
2) Campus Leadership Team (CLT) will develop plans for students failing a portion of the STAAR test and for students in danger of failing a subject area.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Ensure the implementation of 504 accommodations for eligible students.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 5) Implement research-based strategies and programs designed to accelerate student learning.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 6) Provide additional support to parents of at-risk students.			
7) Participate in transition meetings to support LEP students as they move from 4th to 5th grade.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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.			
 = 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.






















Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Provide instructional supplies and materials for all teachers working with ELL students. Integrate Spanish language books within the library collection.			
2) Provide opportunities for staff to attend ESL and ELPS training.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district's bilingual continuum.			
4) Implement the ESL scope and sequence at all grade levels.			
 = Accomplished  = 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.


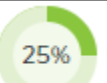

Targeted or ESF High Priority
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Provide mediation, conflict resolution, bullying, and Conscious Discipline training opportunities for students and staff.			
3) Create a crisis management plan, including safety drills.			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Character Education programs.			
6) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.			
7) Provide staff development concerning abuse and reporting obligations.			
 = Accomplished  = 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.










Targeted or ESF High Priority













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Participate in district-wide coordinated school health initiatives.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instruction.			
5) Provide Parent Education Opportunities for coordinated school health.			
 = Accomplished  = 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.










Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Use district wide grading standards that are linked to student expectations and are based on best practices.			
2) Record grades that accurately communicate mastery or non mastery on specific student expectations.			
3) Use grades and/or content specific grading rubrics.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Use district guidelines regarding the appropriate use of homework.			
5) Use district-wide grade and/or content-appropriate retest standards.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools			
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			



















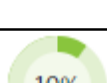





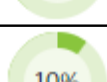


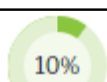
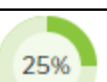
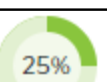
Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above.










Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problem.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			
 = Accomplished  = 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.
















Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines.			
5) Campus will follow district procedures regarding parental request for special education evaluation.			
6) Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by: (1) using data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and to ensure progress; (2) ensuring ARD documents clearly delineate the need for STAAR-Alt (i.e. PLAFF's, IEPs, deliberations) and/or planned accommodations; and (3) utilizing district/state-required STAAR-Alt Participation forms.			
7) Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			
8) Campus will follow district policy to ensure that students with disabilities have access to facilities.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools			
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.			
10) Campus will include Special Education teachers in training regarding dyslexia and related disorders.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.			
12) Review the previous year's state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss a plan for accelerated instruction.			
 = Accomplished  = 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.


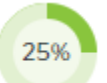







Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide the technical support needed to administer required iStation assessments.			
2) Classrooms will be equipped with at least the minimum requirements for the "21st Century Classroom."			
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
 = Accomplished  = 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.




Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			
 = 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.

Targeted or ESF High Priority









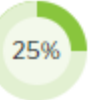






Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
<div> <div>  = Accomplished </div> <div>  = No Progress </div> <div>  = Discontinue </div> </div>			

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.


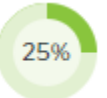


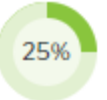


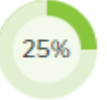
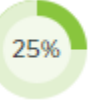








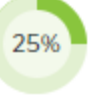



Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified, and support systems will be implemented to facilitate recruiting and retention of effective employees.

Targeted or ESF High Priority













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide support and staff development opportunities to increase skills in building relationships.			
2) Provide mentoring and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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 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.


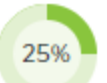
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Include parent education component in orientation programs.			
2) Provide parent education programs on various topics.			
3) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
4) Provide parent workshops regarding reading with children, including online resources and eBooks.			
5) Provide educational resources for parents on the campus website.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title I information, and TAPR data.			
 = 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		
	Nov	Aug	Aug
1) Promote student/parent/business involvement through volunteerism and community service.			
2) Promote service organizations for students (Student Council, Safety Patrol, etc.).			
3) Implement Campus Spotlight and/or awards for exceptional service (i.e., Teacher of the Year, Paraprofessional of the Year, Volunteer of the Year, etc.)			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning.			
2) Provide opportunities to attend training in behavior management.			
3) 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.			
4) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.			
5) Implement an age-appropriate and vertically aligned guidance curriculum.			
 = 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		
	Nov	Aug	Aug
1) Provide training to campus Medical Emergency Response Team (MERT) by incorporating Stop the Bleed.			
2) Provide opportunities for employees to be trained in personal safety.			
3) Provide opportunities for staff to attend district ALICE trainings.			
4) Develop and implement campus emergency operations plans and safety drills, including reunification plans.			
 = Accomplished  = No Progress  = Discontinue			

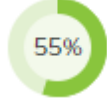














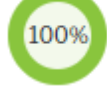
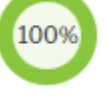
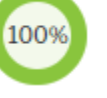
Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
2) Provide support for student and staff participation in service-learning opportunities.			
 = Accomplished  = No Progress  = Discontinue			

Southmore Intermediate Performance Objectives 2019-2020

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.







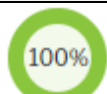





Performance Objective 1: Student performance on 70% of the district and state assessments will be at or above the district and state averages.





















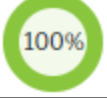

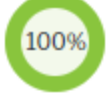
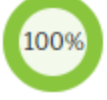
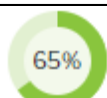





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) All core teams will take MAP, common formative assessments, common summative assessments. Each assessment will have a blueprint based on grade level Student Expectations, ensuring that all Power standards selected by each PLC have been assessed at the campus/district level.			
2) PLC meetings will be held on a regular basis and after each common formative / summative assessment to identify areas where reteaching via small group (RTI) is needed.			
3) Student expectations and Language Objectives will be posted in classrooms and discussed in PLC's and tied to the lesson plans.			
TEA Priorities Recruit, support, retain teachers and principals 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. Real Time Intervention in the regular classroom setting will be offered to struggling students based on data.			
TEA Priorities Recruit, support, retain teachers and principals 5) Rigorous instruction and student learning will be supported by campus coaches through Peer Coaching.			
TEA Priorities Build a foundation of reading and math 6) Incorporate more intervention into the school day by expanding Reading and Math elective classes. Offering strong purposeful TIER I instruction with small group instruction as needed, and TIER III elective courses for students that are still having difficulty.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
7) Intervention opportunities will be offered before, during regular class time via small group (RTI), and after school tutorials.			
8) Monitor student Progress (Fix your Grade Fridays) in Homeroom; recognize and reward student achievement with Bulldog Coupons, BITE celebrations and in Academic Spotlight via WOOF TV.			
TEA Priorities Improve low-performing schools 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. The planning opportunity will be extended to all 4 core areas.			
 = Accomplished  = No Progress  = Discontinue			



















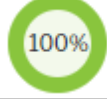
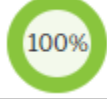
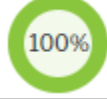



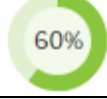


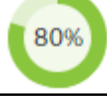





Performance Objective 2: Passing rate of special education students on state assessments will be at 55% or above in all tested subjects.










Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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., PLAFs, IEPs, deliberations) and (3) utilizing TEA required STAAR Online and STAAR Alternative Participation Requirement Forms.			
2) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.			
3) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
4) Campus will follow district procedures regarding parental request for special education evaluation.			



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.			
6) Campus will follow district policy to ensure students with disabilities have access to facilities.			
7) Tutorials will be offered to support special education students' academic success before, during, and after school.			
8) Special Education Aides and Title 1 Aides will be utilized and trained to support special education students.			
9) Teachers will review MAP, formative, and summative assessment data to identify areas where more support is needed.			
10) Co-teach and inclusion classes will be in place for students requiring support facilitation.			
11) Campus will follow district procedures in addressing transition requirements for students with disabilities.			
TEA Priorities Build a foundation of reading and math 12) Campus will provide support in the area of planning for students with disabilities and will assist the teaching staff in identifying and using students FIE and PLAAFPS during PLC's. Identify needs, plan, teach, and assess based on students goals.			
TEA Priorities Build a foundation of reading and math 13) Provide Real Time Intervention and small group instructional strategies with in the 57 minute class period to assist all students with their learning difficulties.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) The LPAC committee will meet and review assessment data to determine progress of ELLs.(CIP - Reading, Math, Writing, ELL)			
2) Teachers will review formative and summative assessment data, MAP Progress, to identify areas where more support is needed. (CIP - Reading, Math, Writing, ELL)			
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)			
4) Language Objectives will be documented in lesson plans and posted in the classroom by all teachers.(CIP - Reading, Math, Writing, ELL)			
5) ESL Aides will be utilized and trained to support ELLs who are in a sheltered setting. (CIP - Reading, Math, Writing, ELL)			
6) Tutorials, Real Time Intervention, and extended day opportunities (ACE), and morning tutorial opportunities (ACE) will be offered to support ELLs academic success. (CIP - Reading, Math, Writing, ELL)			
7) Math and reading electives will be made available to ELLs struggling in those content areas. (CIP - Reading, ELL)			
8) Teachers will incorporate the use of SIOP and ESL strategies into their teaching. (CIP - Reading and Math)			
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)			
10) Offer training on dictionary usage, especially the Bilingual dictionary in LA classes; investigate electronic bilingual dictionaries. (CIP - Writing, Reading, Science, Social Studies , ELL)			
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)			

























Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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).			
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)			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: By June 2020, 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		
	Nov	Aug	Aug
1) Pre-AP classes will be offered to GT students.			
2) GT students will have the opportunity to participate in extra-curricular academic competitions such as the Spelling Bee, Science Fair, STEAM competition, Robotics, Duke Talent Search, PSAT, Name that Book Competition and the Academic Pentathlon.			
3) GT students will create a TPSP based on District criteria in May.			
4) Pre-AP Teachers will be GT-certified and will participate in District GT staff development.			
5) A parent meeting will be held to introduce parents to the GT project and to address the purpose of the GT program.			
6) Pre-AP students are selected to peer tutor during DAWG time.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			







Performance Objective 5: By June 2020, the average daily attendance (ADA) will be at least 96%.
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor daily attendance reporting to ensure accuracy in state reporting.			
2) Utilize automated phone system to contact parents whenever a student is absent.			
3) Provide written notification to parents or guardians regarding 3 unexcused absences and the potential referral to legal authorities. Issue appropriate Truancy Prevention Measures to students with 3 or more unexcused absences within a four week period or 10 or more unexcused absences within a 6 week period.			
4) Actively pursue leavers and potential dropouts by participating in the annual District's Walk for Success.			
5) Recognize and reward perfect attendance in Academic Pep Rallies.			
6) Recognize Homerooms with the highest attendance by six weeks.			
7) Student attendance incentives such as iPads, Beats headphones, shoes, and movie passes to be awarded.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 6: Discipline referrals will decrease by at least 5% from the previous school year.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
2) Implement and maintain an anti-bullying campaign, including bullying awareness on WOOF TV and advertise the link to report bullying on school's website.			
3) Use call-out to notify parents if a student has been in the discipline office.			
4) BARK Committee meets monthly to study school needs and discipline statistics and presents strategies to staff.			
5) Practice crisis procedures and train all staff in crisis procedures including building safety (fire drill, duck and cover, metal detector, ALICE (active shooter training, child abuse, bullying and harassment and suicide prevention.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide students with homeroom time for mentoring, goal setting, monitoring of grades, relationship building and to celebrate their progress and academic abilities.			
2) Hold homeroom academic competitions that support the campus literacy focus, such as Read-Squared competitions, attendance incentive, etc.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Offer Bulldog Incentive to Excel (BITE) to students who are passing each six weeks.			
4) Bulldog Coupons will be earned by students for progress and report card performance, including conduct and attendance.			
5) Use ebooks, guided questions, and Read - Squared.			
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.			
 = 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: Multiple learning structures will be in place to support at-risk students before, during, and after school.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) The Intervention Assistance Team (IAT) will meet and review assessment, attendance, and discipline data to determine intervention needs of at-risk students.			
2) Tutorials and DAWG time will be offered to support the academic success of at-risk students (CIP Reading, Math, Science, Social Studies, SPED, ELL)			
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.			
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.			
5) All students will be tested using Literably to determine reading level and intervention needs.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Administer Kuder career interest inventory test to all students; students utilize results as they plan for their college and career exploration projects.			
2) Students create resume and interview with community members during Career Day in May.			
3) Career electives offered to 8th grade students.			
4) College Field Trip for 8th Grade Students.			
5) 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.			
6) 8th Grade students will be given the PSAT Assessment.			
7) Introduce Career and Tech High School as well as Early College High School opportunities to students and parents as they plan for high school.			
8) 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.			
9) Incentives for Connect students that have completed their power focus areas ahead of due date.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
<div> <div>  = Accomplished </div> <div>  = No Progress </div> <div>  = Discontinue </div> </div>			

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.
















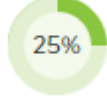








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Human Resources and interview teams will screen candidates			
2) New teachers will receive induction support from campus-based mentors			
3) All teachers will attend staff developments to stay current in their content area			
4) The Campus Climate Committee will support teachers by recognizing staff members and providing goodies and treats throughout the year			
5) Team building activities at the beginning of the year and common conferences will be scheduled to facilitate teacher-to-teacher support			
6) All English Language Arts teachers will hold English as a Second Language supplemental certificates. All Math, Science, and Social Studies teachers will be trained in SIOP strategies. (SG - Reading, Writing, Science, Social Studies, ELL)			
7) All certified staff members will complete the 6 hour state required E - Course pertaining to Dyslexia in order to stay current.			
 = Accomplished  = 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. Multiple opportunities for meaningful parental engagement will be offered to parents before the end of the school year. Southmore will offer a parent Institute on Mondays and Wednesdays for the purpose of establishing a strong purposeful relationship between school and home.



















Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) The volleyball team will hold a Parent Appreciation Night.			
2) Southmore will hold a Schedule Pick- Up Night.			
3) Southmore will hold an Open House and Title 1 Meeting in the Fall when the first progress report goes out. Tutorial, Title 1 and State Assessment information will be distributed. A Book Fair will also be scheduled on that night to encourage Literacy.			
4) The Parent Involvement Committee will survey parents to determine other opportunities to attract parent involvement.			
TEA Priorities Build a foundation of reading and math 5) Southmore will hold a Parent Report Card Night in February to inform parents of student progress, the school report card and extended day opportunities. A Book Fair and Literacy night will also be scheduled on that night to encourage reading.			
6) Call-outs, handbooks and other written materials will be completed in both Spanish and English.			
TEA Priorities Improve low-performing schools 7) Mandatory Parent Conferences will be held to make parents aware of student academic and discipline issues.			
8) Parents will be invited to attend the End of Year Athletic Banquet and Awards Ceremonies in May.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 9) Parents will be invited to presentations about the Career Tech High School, Rayburn High School and high school graduation requirements.			
10) Technology trainings that inform the community of the benefits and dangers of modern day technology will be made available to parents throughout the year.			
11) Provide additional and individual support to parents of at risk students.			
12) Implement research - based programs designed to accelerate student learning.			
13) Plan, develop, and offer a Parent Institute in order to build a home to school connection with all parents. With consistent parent involvement, we will assist and help our students at Southmore overcome barriers in the areas of attendance, academic achievement, and personal behaviors that are derailing them from achieving their goals.			
14) Mobile Medical Unit to be housed weekly at Southmore to serve parent and students who are experiencing illnesses.			
15) Houston Food Bank Partnership - providing the backpack program for struggling families who are in need of food.			
 = Accomplished  = No Progress  = Discontinue			



















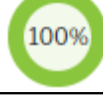








Goal 6: We will ensure vital and ongoing relationships with our business and community partners.























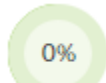

Performance Objective 1: A minimum of 30 professionals from the community will participate in activities at Southmore before the end of the school year.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) The Community Outreach Committee will actively seek support from professionals and organizations in the community.			
2) Professionals and members from the community will be invited to speak/present on WOOF-TV.			
3) Community members will be invited to judge special events on campus, such as Rites of Passage.			
4) The Parent Committee will invite Community Organizations and Businesses to participate in and speak at school events.			
5) Community professionals will be invited to participate in Career Day in May.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Students utilize technology for all classes.			
2) Teachers update their technology training in order to utilize technology in the classroom.			
3) At-risk students utilize computer-based instruction to support their learning (Dreambox, Discovery Education, Brain Pop, and Literably).			
4) Teachers utilize District Playlists and current event videos as springboards for class discussion.			
5) Elective classes in Yearbook and Media Productions provide opportunities for further student use of digital media.			
6) Science students will utilize Edusmart, Fusion Learning, Gizmo computer simulations, computer labs and data collection devices as they participate in Science labs.			
7) 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.			
8) Utilize LanSchool on all teacher computers to monitor student computer usage.			
9) Teachers have access to OneNote Online.			










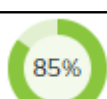
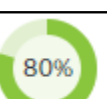
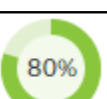
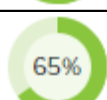
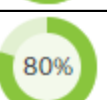
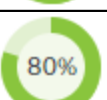
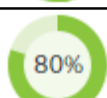
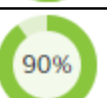
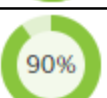
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
10) Campus Leadership and SBDM will review the Campus Improvement Plan via Plan4Learning to ensure growth at the formative reviews. (plan4Learning Software)			
11) The campus will review data to match academic, technological supports, and resources to students needs during interventions, tutoring, and homeroom through Schoology, Connect (Personalized Learning), and Rosetta Stone Programs			
12) The campus will provide personalized learning through the Summit program where students receive curriculum via their 1:1 devices.			
13) Personalized Learning 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 PL curriculum.			
14) Personalized Learning Classrooms will be provided with creative and flexible grouping options and materials that enrich the classroom environment.			
15) 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.			
TEA Priorities Improve low-performing schools 16) 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.			
 = Accomplished  = No Progress  = Discontinue			




























Sparks Elementary Performance Objectives 2019-2020

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.

Targeted or ESF High Priority
















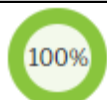

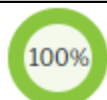



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Monitor curriculum implementation through campus walkthroughs.			
TEA Priorities Build a foundation of reading and math 2) Implement the district scope and sequences for all courses in grades PK -4			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
TEA Priorities Build a foundation of reading and math 4) Integrate relevant literacy skills across all content areas.			
TEA Priorities Build a foundation of reading and math 5) Implement gradual release model for lesson design and delivery.			
TEA Priorities Build a foundation of reading and math 6) Use standardized rubrics for measuring responses for all writing assignments and /or assessments of all content areas.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.			
TEA Priorities Build a foundation of reading and math 8) Use on-line data bases, ebooks, books, and other resources for specific TEKS			
TEA Priorities Recruit, support, retain teachers and principals 9) Provide staff development on utilization of on-line databases and resources.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.			
TEA Priorities Build a foundation of reading and math 12) Provide instructional materials and Implement research based strategies on a daily basis that promote a variety of learner engagement techniques.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 13) Develop and provide research based instructional strategies and staff development plan for technology integration.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's.			
 = 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.



















Targeted or ESF High Priority







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Analyze campus subgroup student performance on assessments dis-aggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 5) Provide staff development on data dis-aggregation and how the data will drive instruction.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 6) Use data dis-aggregation to drive instruction.			
 = 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.













Targeted or ESF High Priority








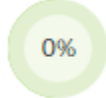

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Create a staff development plan that supports implementation of district-wide initiatives.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 6) Establish and support campus PLCs.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			
 = Accomplished  = 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.




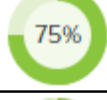
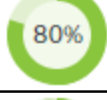
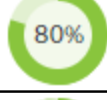
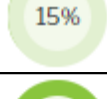

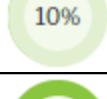
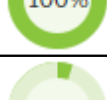





Targeted or ESF High Priority




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Provide time and materials for purposeful reading during the school day.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Provide information to teachers regarding special reading needs of dyslexia students.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Provide staff development about reading strategies for at risk readers.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) Provide library books and online resources to support all learning styles.			
 = 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.
















Targeted or ESF High Priority







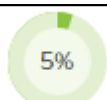
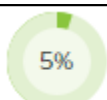
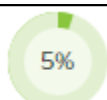



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Follow district G/T identification procedure			
2) Promote G/T Summer Exploration Camp opportunities.			
3) Participate in Texas Performance Standards Project			
4) Students will be clustered and instructed by G/T Certified teachers.			
5) Promote participation in the Duke Talent Search program in fourth grade			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = 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.







Targeted or ESF High Priority










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Ensure the implementation of 504 accommodations for eligible students.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Implement research-based programs designed to accelerate student learning.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) Provide additional and individualized support to parents of at risk students			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 7) Participate in transition meetings to support LEP students as they move from 4th to 5th grade.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			
 = Accomplished  = 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.
















Targeted or ESF High Priority










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Implement the ESL scope and sequence at all grade levels.			
 = Accomplished  = 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.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Implement PBIS strategies with students			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide mediation, conflict resolution, bullying and PBIS training opportunities for students and staff.			
TEA Priorities Recruit, support, retain teachers and principals 3) Create a crisis management plans, including safety drills.			
TEA Priorities Recruit, support, retain teachers and principals 4) Provide training and implement effective strategies through PBIS to reduce inappropriate behavior.			
TEA Priorities Recruit, support, retain teachers and principals 5) Provide Gang awareness training and Character Education programs			










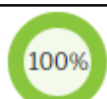


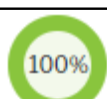

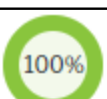
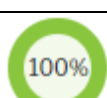
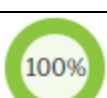
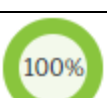
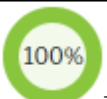


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.			
7) Provide staff development concerning abuse and reporting obligations			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Participate in district-wide coordinated school health initiatives.			
TEA Priorities Recruit, support, retain teachers and principals 2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis			
4) Administer Fitnessgram and use reports to drive instruction			
5) Provide Parent Education Opportunities for coordinated school health			
 = Accomplished  = 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.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Use district wide grading standards that are linked to student expectations and are based on best practices.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Record grades that accurately communicate mastery or non mastery on a specific student expectations.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Use grade and/or content specific grading rubrics.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Use district guidelines regarding the appropriate use of homework.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Use district wide grade and/or content appropriate retest standards.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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			







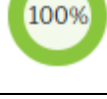
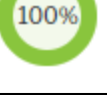
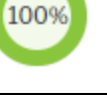



Performance Objective 11: During current year, increase the campus attendance rate to 96% or above for all students.




























Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problem.			
TEA Priorities Improve low-performing schools 2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			
 = Accomplished  = 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.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
TEA Priorities Improve low-performing schools 2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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 time-lines.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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, 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 and STAAR Alternative Participation Requirement Forms			
7) Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			
8) Follow district policy to ensure students with disabilities have access to facilities.			
9) Provide instructional supplies and training for all teachers working with students with disabilities.			
10) Include special education teachers in training given in the area of dyslexia and related disorders.			
11) Monitor the number of students with disabilities being served in least restrictive environments.			
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 13: Student and teacher access to technology will increase according to the District Technology Plan.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide the technical support needed to administer the iStation assessments that are required.			
2) Classrooms will be equipped with at least minimum requirements for the "21st century classroom"			
TEA Priorities Build a foundation of reading and math 3) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
 = Accomplished  = 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, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) Encourage more students to attend college by promoting College Week.			
TEA Priorities Connect high school to career and college 2) Establish higher education promotion campaigns.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) Provide students with real world experiences that explore a wide range of careers.			
TEA Priorities Connect high school to career and college 2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			
 = 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.










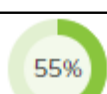
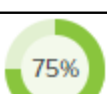
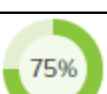
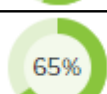
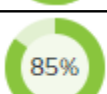
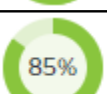
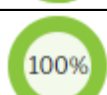
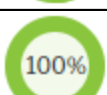




Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Provide support and staff development opportunities to increase skills in building relationships.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide mentor-ship and staff development opportunities to new personnel.			
TEA Priorities Recruit, support, retain teachers and principals 3) Expand leadership and mentoring opportunities for all staff.			
TEA Priorities Recruit, support, retain teachers and principals 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 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.

Targeted or ESF High Priority













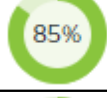
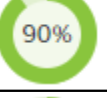

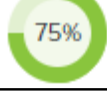
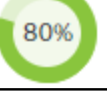
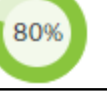



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Include parent education component and orientation programs.			
2) Provide parent education at all campuses on various topics.			
TEA Priorities Build a foundation of reading and math 3) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
4) Provide educational resources for parents on their website.			
5) Provide instructional resources for parents on the campus website.			
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, test results, etc			
 = 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		
	Nov	Aug	Aug
1) Promote student/parent/business involvement through volunteerism and community service.			
2) Promote service organizations for students in school Student Council, etc.)			
3) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers.			
 = 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 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		
	Nov	Aug	Aug
1) Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning.			
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).			
TEA Priorities Recruit, support, retain teachers and principals			
4) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.			
5) Implement and age appropriate and vertically aligned guidance curriculum.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide training to campus Medical Emergency Response Team (MERT) by incorporating Stop the Bleed			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide opportunities for employees to be trained in personal safety.			
TEA Priorities Recruit, support, retain teachers and principals 3) Provide opportunities for staff to attend district ALICE trainings.			
TEA Priorities Recruit, support, retain teachers and principals 4) Develop and implement campus Emergency Operation Plans and safety drills, including unification plan.			
 = Accomplished  = No Progress  = Discontinue			














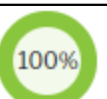
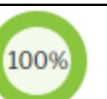
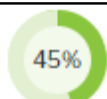
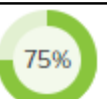
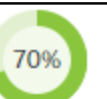



Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.







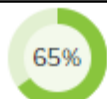


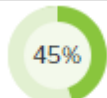
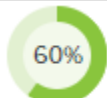













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
 = Accomplished  = No Progress  = Discontinue			

Stuchbery Elementary Performance Objectives 2019-2020



















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each sent.

Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor curriculum implementation through campus walkthroughs. *TAIS: SG-SPED Reading			
2) Implement the district scope and sequences for all courses in grades Pk to 4. *TAIS: SG- SPED Reading			
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards			
4) Integrate relevant literacy skills across all content areas. *TAIS: SG- SPED Reading			
5) Implement gradual release model for lesson design and delivery			
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.			
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with new state Science TEKS.			



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Use on-line databases, eBooks, books, and other resources for specific TEKS. *TAIS: SG-SPED Reading			
9) Provide staff development on utilization of on-line databases and resources. *TAIS: SG-SPED Reading			
10) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. *TAIS: SG-SPED Reading			
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.			
12) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. -STAAR Ready ELAR -Mastery Deluxe Writing -LLI Kits -BAS kits *TAIS: SG-SPED Reading			
13) Develop and provide research based instructional strategies and staff development plan for technology integration.			
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC, while accommodating students with intervention time (STAR). *TAIS: SG- SPED Reading			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation. *TAIS: SG- SPED Reading			
2) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments			
3) Provide staff development opportunities for regular education teachers on the intervention and referral process (e.g. Fish Camp).			
4) Provide staff development on data disaggregation and how the data will drive instruction. *TAIS: SG- SPED Reading			
5) Use data disaggregation to drive instruction. RIDE Time *TAIS: SG- SPED Reading			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Create a staff development plan that supports implementation of district-wide initiatives. *TAIS: SG- SPED Reading			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. *TAIS: SG- SPED Reading			
3) Teachers will attend training opportunities for problem solving and higher-level questionaing/thinking skills needed to increase rigor.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Teachers will attend training opportunities for curriculum components needed to increase relevance			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. *TAIS: SG- SPED Reading			
6) Establish and support campus PLCs. *TAIS: SG- SPED Reading			
7) Allow time for consistent vertical, horizontal, and team planning,as well as campus-based staff development. *TAIS: SG- SPED Reading			
8) Provide time to address Texas Accountability Intervention System (TAIS) safeguards *TAIS: SG- SPED Reading			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
2) Provide time and materials for purposeful reading during the school day. Read N' Relax prior to transitions. *TAIS: SG- SPED Reading			
3) Provide information to teachers reagarding special reading needs of dyslexia students.			













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. Student self-monitoring component. *TAIS: SG- SPED Reading			
5) Provided staff development about reading strategies. *TAIS: SG- SPED Reading			
6) Provide library books and online resources to support all learning styles. *TAIS: SG- SPED Reading			
7) Campus and district "Slide Into Summer" reading incentive programs.			
8) AR reward day for reading progress			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Follow district G/T identification			
2) Promote G/T Summer Exploration Camp opportunities.			
3) Participate in Texas Performance Standards Project.			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Students will be clustered and instructed by G/T Certified teachers.			
5) Implement G/T Pullout program for identified students.			
6) Provide field trip opportunities for enrichment			
7) Provide students with learning tools/supplies to foster critical thinking.			
 = 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		
	Nov	Aug	Aug
1) Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. *TAIS: SG- SPED Reading			
2) Ensure the implementation of 504 accommodations for eligible students.			
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. *TAIS: SG- SPED Reading			
4) Implement research-based programs designed to accelerate student learning. STAR (intervention/enrichment) groups formed for 3 days per week pull-out. *TAIS: SG- SPED Reading			




























Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Provide additional and individualized support to parents.			
6) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide materials for all teachers working with ELL students. Integrate Spanish language books within the library collection.			
2) Provide opportunities for staff to attend ESL and ELPS training			
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum.			
4) Implement the ESL scope and sequence at all grade levels.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students.			
2) Provided mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. One/one meetings with each student.			
3) Create a crisis management plan, including safety drills.			
4) Provided training and implement effective strategies through Safe and Civil Schools and PBIS to reduce inappropriate behavior and monitor attendance.			
5) Provided Gang Awareness training and Character Education programs. HERO Pep rallies recognizing students exhibiting character traits that align with guidelines for success.			
6) Utilize behavior specialists to provide intervention strategies and develop and Intervention Plan for students with chronic misbehavior.			
7) Provide staff development concerning abuse and reporting obligations.			
8) Provide support and staff development opportunities to increase skills in building relationships			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Participate in district-wide coordinated school health initiatives. Move-It More Challenge for staff.			
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. FluClinic partnership with Walgreens.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instruction.			
5) Provide Parent Education Opportunities for coordinated school health forums and campus Health Fair			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Use district wide grading standards that are linked to student expectations and are based on best practices.			
2) Record grades that accurately communicate mastery or non-mastery on a specific student expectation.			
3) Use grade and/or content specific grading rubrics.			







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Use district guidelines regarding the appropriate use of homework.			
5) Use district wide grade and/or content appropriate retest standards.			
6) Using and RTI model, students who are failing will be identified for and receive appropriate intervention in a timely manner.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Attendance incentives will be utilized to recognize and promote outstanding attendance. Be Here Bucks			
2) Phone calls home prior to 9:30AM			
 = 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 student is being met including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Work collaboratively with the Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
5) Follow district procedures regarding parental request for special education evaluation.			
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determination regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR A/STAAR Alt (i.e. PLAFF's, IEPs, deliberations) and (3) utilizing District/State required STAAR A and STAAR Alternative Participation Requirement Forms.			
7) Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraining 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. *TAIS: SG- SPED Reading			
10) Include special education teachers in training given in the area of dyslexia and related disorders. *TAIS: SG- SPED Reading			
11) Monitor the number of students with disabilities being served in least restrictive environments. *TAIS: SG- SPED Reading			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, and ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction. *TAIS: SG- SPED Reading			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide the technical support needed to administer the istation assessments that are required.			
2) Classrooms will be equipped with at least minimum requirements for the "21st Century classroom".			
3) Increase the integration of technology into instruction, curriculum and assessment, PK-4 outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
5) Computer Lab rotation			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 14: We will commit to a growth mindset with staff via the T-TESS model








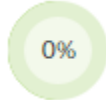

Performance Objective 15: Provide intervention services through extended time and extended year programs incorporating TEKS requirements based on current year data.

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.

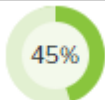








Performance Objective 1: During the current school year, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements..			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns. College tiles created by staff.			
 = 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		
	Nov	Aug	Aug
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for student to explore various career opportunities through an annual Career Day.			
<div>  = Accomplished  = No Progress  = Discontinue </div>			




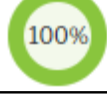
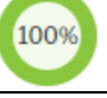



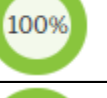
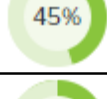
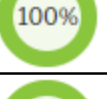
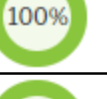




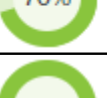
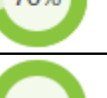
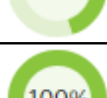
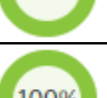
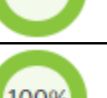



Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.










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		
	Nov	Aug	Aug
1) Provided team building opportunities to increase skills in building relationships.			
2) Provide mentorship and staff development opportunities to new personnel. PLCs			
3) Expand leadership and mentoring opportunities for all staff. Create deliverables to provide training to teammates.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (SG- C & M ELL)			
5) Provide peer observation opportunities and partnerships.			
6) SBDM Core Value and Campus Plan Ownership			
 = Accomplished  = 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. 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. Save Save All

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Include parent education component in orientation programs.			
2) Provide parent education on various topics: CHARLAS			
3) Provide parent workshops regarding reading with children, online resources and eBooks.			
4) Provide educational resources for parents on the website.			
5) Provide instructional resources for parents to utilize at home with their child (Ready Rosie)			
6) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title I information and TAPR data.			
7) Provide parents with information that can be utilized with students and parents in the interpretation of test results.			
8) Provide stakeholders with school Facebook page to promote brand, communicate with community, and historically follow school events with picture and video.			

























Strategy Description	Formative Reviews		
	Nov	Aug	Aug
9) Provide multiple parent/student nights that promote strong family relationships and involvement. Father/daughter and mother/son dances in the spring.			
10) Provide platform to parent visibility and direct involvement during the school day with WatchDOGS program.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Expand learning opportunities for students in school/community service			
2) Promote student/parent/business involvement through volunteerism (Red Ribbon Week, WatchDOGS, Historians, HOSTS mentor, etc.)			
3) Promote service organization for students ins school (Student Council, Safety Patrol, Boys/Girls Group)			
4) Participate in the "See to Succeed" program.			
5) Establish local business and community centers (Walgreens, Albemarle, McDonalds, and Sagemont			
 = Accomplished  = No Progress  = Discontinue			








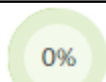

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

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		
	Nov	Aug	Aug
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 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) Implementation of safety crisis management plans, including safety drills.			
5) Provide training opportunities and implement effective strategies through Safe and Civil Schools/PBIS to reduce inappropriate behavior.			
6) Provide training opportunities for Gang Awareness, character education, and flag education programs.			
7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination and harassment. See full policy at FFH (Local).			
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
9) Implement an age appropriate and vertically aligned guidance curriculum			
10) Provide in-class training on Conscious Discipline practices and KELSO with students.			
11) Provide weekly newsletter to staff to preview upcoming week, target reminders			
12) Promote ownership in school beautification. Ceiling tile projects.			
 = 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		
	Nov	Aug	Aug
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		
	Nov	Aug	Aug
1) Provide ongoing training for crisis management.			
2) Establish protocols for safety procedures for fieldtrips			
3) Provide opportunities for employees to be trained in personal safety.			
 = Accomplished  = No Progress  = Discontinue			







Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resorces to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities (e.g. Flag Assembly)			
2) Provide support for student and staff participation in service learning opportunities			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 5: Promote social skills to foster conducive learning environment for all students










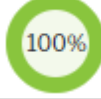
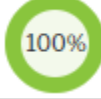
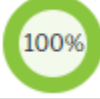



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide group session tools to build social awareness, interpersonal intelligence, and coping strategies.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 6: Empower families with tools to foster healthy lifestyles, choices, and manage adversity.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Muffins with Moms			
 = Accomplished  = No Progress  = Discontinue			

Goal 6: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Provide teacher training and student access to research-based, computer programs that build literacy and number sense










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Continue access to iStation, ThinkThrough Math, ExtraMath, Ready Rosie, Waterford, EdMark and Dream Box via district agreements.			
2) Licence renewal of Flocabulary			
3) Staff-led instructional technology training at campus			
4) License renewal for Reading A-Z/Raz-Kids			
 = Accomplished  = No Progress  = Discontinue			







Sullivan Middle School Performance Objectives 2019-2020

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 viable curriculum, faculty and staff will align written curriculum, instructional strategies, and assessments to the same rigor level as measured by the STAAR.

Targeted or ESF High Priority







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Staff will utilize the Summit Learning Platform (SLP), Aware and other tools of data collection to analyze student performance every week and monitor the progress of all students.			
TEA Priorities Recruit, support, retain teachers and principals 2) All teachers use a student tracking system that includes assessment information and daily/weekly progress for all content areas. Teachers will identify their current status by student mastery, create a targeted goal for students that have yet met mastery, and then adapt their weekly plans to plan and prepare their focus on low SEs by using Standard Clarifications and Lead4ward resources to ensure TEKS alignment.			
TEA Priorities Recruit, support, retain teachers and principals 3) Content area teams have protected time built into the master schedule for in-depth conversations as a PLC to analyze data, to create and plan common assessments, to align resources to Essential Standards, share resources, backwards plan, create lesson plans, and discuss how to utilize available resources on campus.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Elective teachers will incorporate the use of technology in their classes through the interactive educational wall called, Lu which encompasses developing the whole-child with emphasis on academics, behavior, and the social emotional development of each child; including those with learning disabilities.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Monitor and observe teacher's ability to effectively launch a daily lesson during Project Time via walk-throughs, instructional rounds, and peer observations.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) The Intervention Assistance Team will meet every 3 weeks to discuss students referred by teacher teams or parents. Decisions will be made with regard to the intervention process and appropriate referrals to 504, dyslexia, speech, and special education. The IAT will act in a timely manner with all requests.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: Various resources will be used by teachers for monitoring the learning of students.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Instructional materials with key ideas, essential questions, and context-rich texts are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups. Teachers will incorporate a variety of digital and print resources for instruction, reteaching, assessment, and homework; such as MyON, IXL, Edusmart, Dreambox, and Language Live.			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 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.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) All staff members attended professional development for English language learners provided by Seidlitz, "7 Steps to a Language-Rich Classroom Environment"			
TEA Priorities Build a foundation of reading and math 3) Extended Day Tutorials for Math, Reading and Science to provide accelerated intensive instruction to students in smaller group settings.			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Students will participate in the following activities as they develop an enthusiasm for reading: Book clubs that are gender specific, Tweens Read, Caught You Reading, Read Across America, book fairs, Name That Book, author's works emphasized with books, lesson delivered by the librarian, and complete book projects that equip students with metacognitive skills.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 7: During the 2019-2020 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		
	Nov	Aug	Aug
1) Families will be invited to attend family fitness activities, in which they will participate in activities that increase health and wellness such as Families Walking Together, Field Day, Stallion Sprinters, Moving in the Middle, Walk for Sight, and Get Fit Jog.			
 = Accomplished  = 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.









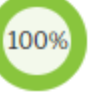
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) 1. Daily tutorials will take place before and after school in reading, math, and science focusing on accelerated instruction for all students to achieve 'meets grade level' as measured on 2020 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.			
TEA Priorities Build a foundation of reading and math 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, reading, and science, as well as, students that are reading below-grade level during the traditional school day. All sub-populations of students are included.			
 = 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		
	Nov	Aug	Aug
1) Students and teachers will receive attendance recognition and rewards to promote attendance.			
2) An attendance administrator will monitor all students for attendance issues and implement strategies to promote attendance.			
 = 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		
	Nov	Aug	Aug
1) Monitor ARD paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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-ALT (i.e., PLAFFs, IEPs, deliberations) and (3) utilizing District/State required STAAR and STAAR Alternative Participation Requirement Forms.			
5) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.			
6) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) In May, thirty 5th grade students will explore science, math, and technology; incorporating these skills in real world operations and investigations.			
2) 100% of students are introduced to college through a series of college readiness activities.			
TEA Priorities Connect high school to career and college 3) All students will receive leadership lessons based on the 7 Habits of Highly Effective Teens by Stephen Covey.			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) Provide students with real world experiences that explore a wide range of careers. During Project Time, students will complete finished products that simulate professionals in the field related to the content area.			
2) Kids 2 College field trip to University of Houston			
TEA Priorities Connect high school to career and college 3) All students will complete a career interest survey and explore their career cluster.			
4) Provide opportunities for students to facilitate a student-led conference with their parents three times per academic school year.			
<div>  = Accomplished  = No Progress  = Discontinue </div>			




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		
	Nov	Aug	Aug
1) In the event of vacancies, administrators will work with the district human resources department to identify Highly Qualified Teachers.			
2) Nelda Sullivan will have a teacher on campus that will be considered the technology liaison for the campus. This person will facilitate training for the staff and offer technical assistance to teachers.			
3) Administrators, Human Resources, and teacher leaders will have a consistent and comprehensive understanding of what constitutes a highly qualified staff member.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: All teachers will attend weekly one-on-one meetings with their T-TESS administrator as on-going, job-embedded professional development.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) All teachers will be assigned an administrator mentor. They will meet bi-weekly to discuss data, teaching strategies, classroom management techniques, and areas of need.			
TEA Priorities Recruit, support, retain teachers and principals 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 teacher who is responsible for answering questions or concerns regarding his/her area.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = 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.


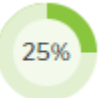










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Administrators and staff members will nominate a faculty member to be recognized at the district and state level for awards/honors that are appropriate for the individual.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Teachers will attend staff development opportunities in order to stay abreast with best practices.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: The Sullivan Crisis Management Team has established a plan in the event a crisis might occur and drills are preformed regularly.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) A campus plan has been developed for various situations. The Crisis Team has devised ways to be alerted to situations that may arise. Example: tornado, intruder, lock down, shelter in place, fire drills.			
 = Accomplished  = 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 2019-2020 school year, the parent involvement program will continue to encourage collaborative partnerships with the parents, the campus and district.



















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Parents will be invited to meet their child's teacher on Curriculum Connect Evening (Open House), held in September.			
2) Parent Education will be held monthly using the curriculum, 7 Habits of Highly Successful Parents beginning in October and ending in March.			
3) Parents will be invited to non-academic events throughout the year to improve relationships.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: The number of parent volunteer will continue to increase each year.













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) In February a parent volunteers will meet to review and revise the parent policy, parent compact and parent calendar for the coming year.			
2) In March, the SBDM will meet to review the parent involvement policy, parent compact, and parent calendar of events for the coming year.			
3) 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.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = 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		
	Nov	Aug	Aug
1) A parent needs assessment will be completed by September.			
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.			
3) Parent literature will be sent out in English and Spanish and also made available in the office throughout the year.			
4) In the fall, parents will receive information about college readiness and its relevance to students through College Night.			
TEA Priorities Connect high school to career and college 5) From November to February, GT and Commended students will be invited to participate in DUKE TIP program.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: Increase community involvement during the 2019-2020 school year by expanding current community partnerships and creating new partnerships.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Expand learning opportunities for all students in school/community service through various student clubs.			
2) Recruit and retain community resources that provide campus incentives for student success.			
3) Continue STEM experiences for at-risk students through our community partnership with StarBase.			
 = Accomplished  = 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 2019-2020 school year, 100% of students and staff will promote positive choices through the teaching and modeling of 7 Habits , Conscious Discipline, and Safe and Civil Schools improvement cycle.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) Teach 7 Habits Lessons throughout the school year.			
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.			
3) The creation of Unified Champions, a club created to unite students with disabilities with non-disabled peers.			
TEA Priorities Recruit, support, retain teachers and principals 4) For the first two weeks of school, students engage in CODE WE3K which breaks down the pillars of personalized learning, school specifics such as arrival, dismissal, behavior expectations, school policies and rules. In addition, students are taught digital citizenship, internet safety, and cyber bullying.			
5) The addition of counseling groups based on trauma while using training from "Path to Resiliency."			
TEA Priorities Connect high school to career and college 6) Students are taught digital citizenship, internet safety, cyber bullying, and Computer Science applications such as coding, 3D printing, and produce the live morning broadcast.			
 = 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		
	Nov	Aug	Aug
1) Students are assigned an individual computer in order to acquire technology skills.			
2) Teachers will be trained on how to use the various district provided technology to enhance instruction and data disaggregation.			
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.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Increase the integration of technology into instruction, curriculum and assessment, 5-6 as outlined in the District Technology Plan			
 = Accomplished  = No Progress  = Discontinue			










Summit Performance Objectives 2019-2020

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: All Intermediate students will demonstrate math proficiency at grade level.







Targeted or ESF High Priority

Next Year's Recommendation 1: To continue and modify strategies.




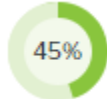



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will meet with PISD Connect Specialists for extra training in adapting Connect for the Summit.			
2) All Intermediate students will have a math tutorial period. During this time they will review and improve math skills.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: All Intermediate students will demonstrate language skills at grade level.

Targeted or ESF High Priority


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) All intermediate students will be scheduled for an ELA and ELAR class.			
 = Accomplished  = No Progress  = Discontinue			







Performance Objective 3: All students will demonstrate 80% classroom participation during the class period.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will use collaborative teaching strategies during their lesson.			
2) Teachers will attend staff development focused on using collaborative strategies in the classroom.			
 = Accomplished  = No Progress  = Discontinue			







Performance Objective 4: Teachers will create meaningful and authentic lessons.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will attend all district FOCUS meetings.			







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Teachers will use the information given in the FOCUS meetings to raise the rigor of their lessons.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 5: Students who are sent to the Summit who have been working on an individualized learning platform (Connect) will be able to continue to do so at the Summit.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Students will be scheduled in classes loaded with Connect students, creating a Connect pattern.			
 = 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: Juniors and Seniors will have an understanding of career opportunities with an associates degree or certificate.




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) The Summit will host in-services with San Jacinto College for students to learn about opportunities there.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Senior high students who are serviced by Special Education will have opportunities to participate in job shadowing programs.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) the Summit will work with District specialists to create opportunities to graduate through work study.			
 = Accomplished  = No Progress  = Discontinue			

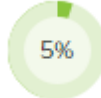








Performance Objective 3: For students to earn a high school diploma through career experience.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) School Counselor will coordinate with District Job Specialists to create a graduation plan through job and career experience.			







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
<div> <div>  = Accomplished </div> <div>  = No Progress </div> <div>  = Discontinue </div> </div>			

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Provide staff with knowledge and skills to understand and work with risk factors for academic failure of all students.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Staff will be encouraged to attend and implement staff development focusing on students who are at risk of not graduating. 2) Staffing attend campus and school district staff development designed to support students at-risk.	 5%	 10%	 25%
	 20%	 60%	 70%
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Staff will be understand psychosocial and emotional factors contributing to a lack of student success.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Staff will attend in-services focused on supporting students Psychosocial needs.	 15%	 85%	 85%
 = 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 parenting program designed to support parents by providing them with information, counseling and psychosocial support important to educating their student.











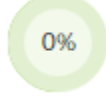

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Actively pursue relationships with community service providers to provide parenting groups and information presentations on topics related to but not limited to dating violence, substance abuse, gang activity.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Provide the district with a means to communicate and share information pertaining to Gang activity in our community.







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Host monthly meeting inviting schools, law enforcement, and social service agencies to discuss trends in gang activity in and around PISD schools.			
 = 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: Programing designed to educate students on strategies to increase self monitoring and positive decision making.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Present groups lead by counselors focusing on dealing with concepts of trauma, loss and life changes.			
2) Groups lead by community partners focusing on making healthy lifestyle choices.			
3) Afterschool programing offering students positive leisure activities.			
 = Accomplished  = No Progress  = Discontinue			










Performance Objective 2: To respond effectively and systematically to the possibility of a threat posed by a stakeholder.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) A threat Assessment Team will be created. the team will be trained on the PISD threat assessment proticol			
 = 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: Increase communication with ancillary services to support students transitioning to and from the Summit.
















Targeted or ESF High Priority





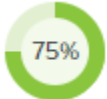




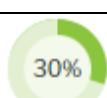
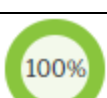
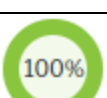
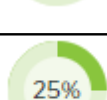

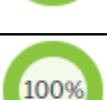









Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) We will keep current records of which case managers are assigned to which schools.			
2) Periodically invite agencies to Student Support and PLC meetings.			
 = Accomplished  = No Progress  = Discontinue			







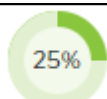
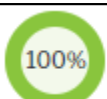
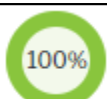



Teague Elementary Performance Objectives 2019-2020

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.




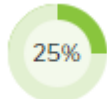





Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.










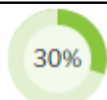




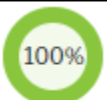
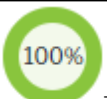


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Monitor curriculum implementation through campus walkthroughs. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 2) Follow the district's scope and sequence and develop lesson plans and common assessments based on the bundled student expectations. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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)			
TEA Priorities Build a foundation of reading and math 4) Integrate relevant literacy skills across all content areas. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 5) Implement gradual release model for lesson design and delivery. (ATS - All, White)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.			
TEA Priorities Build a foundation of reading and math 8) Use on-line databases, ebooks, books, and other resources for specific TEKS. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals 9) Provide staff development on utilization of on-line databases and resources. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 12) Provide instructional materials to implement research based strategies on a daily basis that promote a variety of learner engagement techniques. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 13) Develop and provide research based instructional strategies and staff development plan for technology integration. (ATS - All, White)			






















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 15) Use assessment data to develop grouping arrangements and provide support for students based specific student expectations. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 16) Schedule quarterly planning meetings to discuss the district's scope and sequence to ensure that all teachers are following the timelines and implementing effective instructional strategies. (ATS - All, White)			
 = 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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 3) Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments. (ATS - All, White)			


















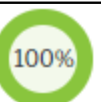
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Provide staff development on data disaggregation and how the data will drive instruction. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 6) Use data disaggregation to drive instruction. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 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)			
TEA Priorities Build a foundation of reading and math 8) Conduct data discussions with grade level PLC teams and individual students and make instructional adjustments to help students succeed. (ATS - All, White)			
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Create a staff development plan that supports implementation of district-wide initiatives. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Teachers will attend training opportunities for curriculum components needed to increase relevance. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Establish and support campus PLCs. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 6) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 7) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. (ATS - All, White)			






















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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)			
TEA Priorities Build a foundation of reading and math 2) Provide time and materials for purposeful reading during the school day. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Provide information to teachers regarding special reading needs of dyslexia students. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. (ATS - All, White)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Provide staff development about reading strategies. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 6) Provide library books and online resources to support all learning styles. (ATS - All, White)			













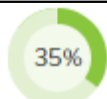
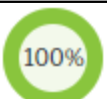

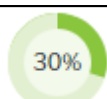
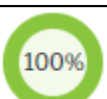
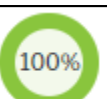
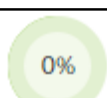
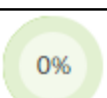
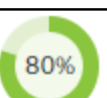



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			










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		
	Nov	Aug	Aug
1) Follow district G/T identification procedure.			
2) Promote G/T Summer Exploration Camp opportunities.			
3) GT students will participate in the Texas Performance Standards Project.			
4) Students will be clustered and instructed by G/T Certified teachers.			
5) Implement G/T Pullout program for identified students.			
6) Promote participation in the Duke Talent Search program in fourth grade.			
 = Accomplished  = 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.



















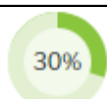


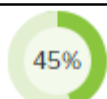



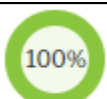




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 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)			
TEA Priorities Build a foundation of reading and math 3) Ensure the implementation of 504 accommodations for eligible students. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 5) Implement research-based programs designed to accelerate student learning. (ATS - All, White)			
TEA Priorities Build a foundation of reading and math 6) Provide additional and individualized support to parents. (ATS - All, White)			
7) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.			
TEA Priorities Build a foundation of reading and math 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)			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 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. (ATS - All, White)			
10) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			
 = Accomplished  = No Progress  = Discontinue			











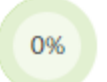










Performance Objective 7: During the current school year, all staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collection.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
TEA Priorities Build a foundation of reading and math 3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum.			
TEA Priorities Build a foundation of reading and math 4) Implement the ESL scope and sequence at all grade levels.			
 = 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		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			
TEA Priorities Recruit, support, retain teachers and principals 3) Create a crisis management plan, including safety drills.			
TEA Priorities Recruit, support, retain teachers and principals 4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
TEA Priorities Recruit, support, retain teachers and principals 5) Provide Gang Awareness training and Character Education programs.			
TEA Priorities Recruit, support, retain teachers and principals 6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior.			
7) Provide staff development concerning abuse and reporting obligations.			
8) Continue to implement school-wide Guidelines for Success and review common area expectations with students and staff members.			
9) Develop CHAMPS expectations for activities and transitions and display posters throughout the building to remind students of the expectations.			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Participate in district-wide coordinated school health initiatives.			
TEA Priorities Recruit, support, retain teachers and principals 2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instruction.			
5) Provide Parent Education Opportunities for coordinated school health at each campus.			
6) Participate in a variety of events that promote healthy living: Walk for Sight, Walk for Diabetes, Jump Rope for Heart, etc. and invite parents to attend.			
 = 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.




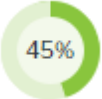





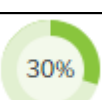
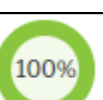
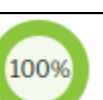
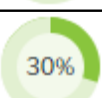
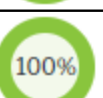
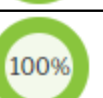
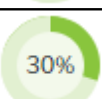
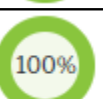
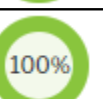





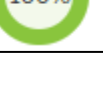
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Use district-wide grading standards that are linked to student expectations and are based on best practices.			
TEA Priorities Build a foundation of reading and math 2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.			
TEA Priorities Build a foundation of reading and math 3) Use grades and/or content specific grading rubrics.			
TEA Priorities Build a foundation of reading and math 4) Use district guidelines regarding the appropriate use of homework.			
TEA Priorities Build a foundation of reading and math 5) Use district-wide grade and/or content appropriate standards.			
TEA Priorities Build a foundation of reading and math 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: During the current school year, increase the campus attendance rate to 97% or above for all students.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problem.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = 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		
	Nov	Aug	Aug
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines.			
5) Campus will follow district procedures regarding parental request for special education evaluation.			
6) Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documents clearly delineates the need for STAAR /STAAR Alt (i.e. PLAFF's, IEPS, deliberations) and (3) utilizing district/state required STAAR and STAAR Alternative Participation Requirements forms			
7) Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Campus will follow district policy to ensure students with disabilities have access to facilities.			
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.			
TEA Priorities Build a foundation of reading and math 10) Special Education teachers are included in training given in the area of dyslexia and related disorders			
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.			
TEA Priorities Build a foundation of reading and math 12) Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an Accelerated Instruction/Intensive Program of Instruction.			
 = Accomplished  = No Progress  = Discontinue			

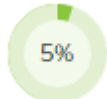








Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide the technical support needed to administer the istation assessments that are required.			
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom".			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
 = Accomplished  = No Progress  = Discontinue			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.













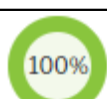
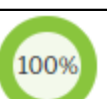
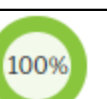
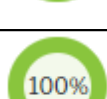
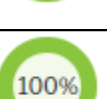
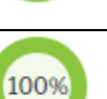



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) Encourage more students to attend college by promoting College Week.			
TEA Priorities Connect high school to career and college 2) Establish higher education promotion campaigns.			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) Provide students with real world experiences that explore a wide range of careers.			
TEA Priorities Connect high school to career and college 2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			
 = Accomplished  = No Progress  = Discontinue			







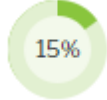
















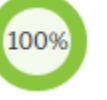
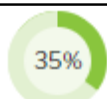
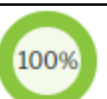
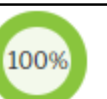

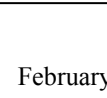
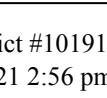
Goal 3: We will actively recruit, develop, and retain a highly qualified staff.
















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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Provide support and staff development opportunities to increase skills in building relationships.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide mentorship and staff development opportunities to new personnel.			
TEA Priorities Recruit, support, retain teachers and principals 3) Expand leadership and mentoring opportunities for all staff.			
TEA Priorities Recruit, support, retain teachers and principals 4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
TEA Priorities Recruit, support, retain teachers and principals 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.			
TEA Priorities Recruit, support, retain teachers and principals 6) Encourage all new teachers to attend Effective Teaching Practices training and provide additional instructional support on campus.			
 = 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		
	Nov	Aug	Aug
1) Include parent education component and orientation programs.			
2) Provide parent education at all campuses on various topics.			
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.			
TEA Priorities Build a foundation of reading and math			
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.			
TEA Priorities Build a foundation of reading and math			
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, test results, etc.			
9) Provide information that can be utilized with students and parents in the interpretation of test results.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
10) Invite parents to visit the campus to meet with teachers and review students' work during Texas Public Schools Week.			
11) Schedule grade level music programs to showcase students' talents in fine arts.			
12) Communicate with parents by utilizing weekly folders that will be sent home each Tuesday to inform parents of their child's academic and behavioral progress.			
13) Implement the WatchDogs program. (Dads of great students)			
 = Accomplished  = No Progress  = Discontinue			













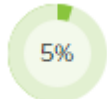











Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism and community service.			
3) Promote service organizations for students in school (Student Council, School Helpers, etc.)			
4) Participate in the See to Succeed program			














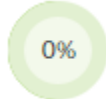

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 5) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers, etc.)			
 = Accomplished  = No Progress  = Discontinue			

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: 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		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students.			
2) Provide opportunities to attend behavior management trainings.			
3) 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.			
TEA Priorities Recruit, support, retain teachers and principals			
4) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.			
5) Implement and age appropriate and vertically aligned guidance curriculum.			
6) Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide training to campus Medical Emergency Response Team (MERT) by incorporating Stop the Bleed			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide opportunities for employees to be trained in personal safety.			
TEA Priorities Recruit, support, retain teachers and principals 3) Provide opportunities for staff to attend district ALICE trainings.			
TEA Priorities Recruit, support, retain teachers and principals 4) Develop and implement campus Emergency Operation Plans and safety drills, including unification plan.			
 = Accomplished  = No Progress  = Discontinue			








Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.












Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
 = Accomplished  = No Progress  = Discontinue			




Tegeler Career Center Performance Objectives 2019-2020

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.




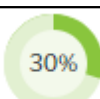
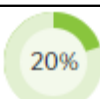
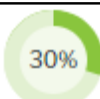
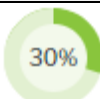

Performance Objective 1: Tegeler students enrolled long term will pass 90% of courses/credits attempted.









Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Utilize research-based instructional strategies to increase student achievement.			
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) 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		
	Nov	Aug	Aug
8) Utilize SIOP strategies to address the academic needs of LEP students as well as all struggling learners.			
9) Offer PE classes to help students stay fit, encourage healthy living and meet diploma requirements			
10) Continue to provide daily reading instruction for all 7th and 8th graders.			
11) Continue to require Strategic Math in addition to Algebra I for all incoming 9th graders.			
12) Teachers follow district policies and campus Guidelines for Grading procedures posting grades regularly on Skyward.			
13) Implement Completion Room to help eliminate zeroes and make-up work.			
14) Follow up with students listed on Failure Reports			
15) Provide Honor Roll celebrations every Six Weeks.			
16) Provide a graduation ceremony			
17) Seek assistance from the district's Instructional Specialists.			
18) Conduct instructional meetings for Content Area teams during Thursday after school Instructional Meetings as needed.			




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			












Performance Objective 2: Student performance will be evaluated based on STAAR results by summing across grade levels for all content areas divided by the total number of tests attempted at 65%.



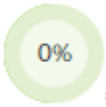

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Use disaggregated data for diagnostic purposes to monitor student achievement.			
2) Provide supplemental materials to better prepare students for STAAR/EOC exams.			
3) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessments and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR A and STAAR Alt (i.e., PLAFFs, IEPs, deliberations) and (3) utilizing TEA required STAAR Alternative Participation Requirement Forms.			
4) Implement maintenance plan across all core subject areas including Warm-Ups and Exit Tickets.			
5) Organize STAAR and EOC testing schedules for students in grades 7th - 12th as well as Mock Exams.			
6) Conduct CBA and Mock Exams utilizing district-prepared tests, Released Tests and AWARE.			
7) Disaggregate data from CBAs and Mock exams for instructional purposes.			
8) Implement EOC prep/remediation sessions for students.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
9) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.			
10) Schedule 10th grade students who did not pass the Biology EOC into sections of Enviro Bio for remediation purposes.			
11) Schedule 12th grade students who did not pass the US History EOC into Special Topics for remediation purposes.			
12) In addition to taking the STAAR US History EOC, juniors will focus on passing the TSI assessments in ELA and Math.			
13) In addition to completing their STAAR requirements, seniors will focus on passing the TSI assessments in ELA and Math.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: The retention rate for Tegeler students will be 85% or better during the 2018 - 2019 school year.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Make building relationships with students a top priority.			
2) Create positive learning environments in every classroom.			
3) Offer 1 field trip per grade level (college or career) and others for enrichment/incentive/awards.			









Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Continue to add elective courses based on students' interests.			
5) Continue to allow students to dine outside during breakfast and lunch times			
6) Implement MegaLunch allowing students to participate in clubs and activities.			
7) Monitor withdrawals to ensure students who exit do not become dropouts.			
8) Offer student pictures.			
9) Organize and sell a school yearbook.			
10) Plan and hold Spring Fling.			
11) Plan and hold 2 student dances, one in the fall and one in the spring.			
12) Plan and hold 2 Movie Nights, one in the fall and one in the spring.			
13) Implement HERO, an incentive plan, to encourage positive behavior.			
14) Implement a MakerSpace program offered during Megalunch in the library.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
15) Implement Color Wars to promote school spirit			
 = 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		
	Nov	Aug	Aug
1) Conduct program orientation meetings that provide a program overview and campus tour.			
2) Communicate with home campuses regarding openings and potential applicants.			
3) Conduct pre-screenings after receiving completed applications and referrals.			
4) Provide small learning environments keeping class loads at an average of 15 - 17 students for all core subjects.			
5) Offer instructional program to struggling PISD students who meet program eligibility and are served by Tegeler Career Center.			
6) Continue to include separate reading and writing courses in grades 7 and 8.			
7) Continue to build the library collection to reflect interests, ages and reading levels of students.			
8) Offer Initial Credit and Bonus classes to allow acceleration opportunities.			
9) Schedule a midday bus route to allow early outs for seniors.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
10) Utilize the cafeteria as an Internet Cafe providing a wifi environment for Personalized Learning.			
11) Offer Spanish I, II and III CBEs for HS credit.			
12) Offer Credit Recovery opportunities to students to gain credit for courses previously failed.			
13) Offer Grade Repair to all students when performance is unsatisfactory in classes they are currently enrolled in.			
14) Offer scheduled tutorials during Megalunch.			
 = Accomplished  = No Progress  = Discontinue			





Performance Objective 2: Tegeler Career Center will maintain a safe and orderly environment conducive to student learning.












Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Continue to keep a physically safe facility by locking all entry doors to Building A from the outside (with the exception of main entrance) as well as all exterior doors to Buildings B & C.			
2) Implement "Entry Experience" procedures to initiate relationship building.			
3) Continue to maintain a well kept facility.			




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Request maintenance in the form of work orders for repairs and improvements.			
5) Continue to provide guidance and counseling services to all students.			
6) Conduct monthly faculty meetings on the first Thursday of every month.			
7) Require all visitors to report to Main Office to check-in.			
8) Assign duties (before school, class transitions, lunch, and dismissal).			
9) Continue to enforce standardized dress code and other dress code requirements.			
10) Communicate Crisis Plan and other safety procedures to staff, students, AVANCE and MHMRA.			
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.			
12) Communicate positive messages to students and staff via daily PA announcements, bulletin board posters, electronic signs, email, the Trailblazer Express, and HERO.			
13) Conduct drills (fire, tornado, shelter-in-place, etc.).			
14) 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.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
15) Provide administrative support and handle administrative responsibilities.			
16) Utilize the HERO software/hardware to address tardies, make-up time, positive behaviors, detentions, etc.			
17) Conduct monthly Safe & Civil meetings to review student and faculty school climate surveys, data and input to refine practices as needed.			
18) 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.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: Tegeler Career Center will provide support services to meet students' academic and personal needs.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Continue to provide personal guidance and counseling to students as needed.			
2) Act as student advocate/liaison when dealing with government and/or community resources when needed.			
3) Assist students in obtaining and maintaining Medicaid as well as other forms of assistance.			
4) SHAC representative will represent campus at meetings and monitor students in the program.			











Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Address the health needs of students and staff on campus and promote the school wide health and nutrition plan and awareness.			
6) Ensure that all Special Programs requirements are met for students with special needs (Special Ed, Section 504, LEP, Migrant, Recent Immigrant, Dyslexia, GT, etc.).			
7) Communicate regularly with the home campus of Special Program students to ensure all ARDs, LPACs, etc. are conducted in timely fashion and IEPs (Modifications, Accommodations, etc.) are fully implemented.			
8) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required time lines.			
9) Campus will follow district policy to ensure students with disabilities have access to facilities.			
10) Provide instructional support for Special Ed students through Support Facilitation.			
11) Provide RTI instruction and tutorials for students on Tier 1 and Tier 2a			
12) Provide RTI tutorials for students on Tier 2b and Tier 3 in reading and math.			
13) Provide intervention for students needing direct service for dyslexia.			
14) Implement campus-wide BlazerTime classes for intervention and enrichment purposes.			
15) Case manage students in Initial Credit and Credit Recovery courses.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
<div> <div>  = Accomplished </div> <div>  = No Progress </div> <div>  = Discontinue </div> </div>			


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 2019 - 2020 school year.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Continue to offer business education classes.			
2) Continue to offer Technology Applications courses.			
3) Continue to offer a CoOp class for upperclassmen.			
4) Offer Computer Maintenance courses.			
5) Continue the Trailblazer Computers program, a student-run computer refurbishing program.			
6) Offer Investigating Careers to all 7th graders.			
7) Continue to offer Spanish courses.			
8) Continue to offer a variety of art classes including Art 1, Drawing, Sculpture, Painting & Photography.			
9) Continue to offer JROTC program opportunities to HS students.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
10) Offer field trips to colleges, businesses, etc.			
11) Incorporate college and career connections campus-wide.			
12) Follow district procedures in addressing Transition requirements for students with disabilities.			
13) Administer the Kuder Career Search assessment to all 7th graders as well as any 8th - 11th graders who have not taken it.			
14) Meet with students a minimum of once per year to discuss career choices, 4-year plans and endorsements.			
15) Organize visits by Armed Forces recruiters.			
16) Organize visits by representatives from San Jacinto College.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Communicate attendance incentives.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Follow updated truancy procedures for students with attendance problems.			
3) Make parent phone calls for those students who are frequently absent.			
4) Conduct home visits for students who are frequently absent.			
5) Offer Principal's Plan and "Over 20 Absences" appeal opportunities to students with excessive absences.			
6) File truancy cases with attendance officers and the DA's office as required.			
 = Accomplished  = No Progress  = Discontinue			











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		
	Nov	Aug	Aug
1) Follow policies and procedures regarding Highly Qualified status when hiring new teachers/staff as well as when determining their roles and responsibilities			
2) Hire and maintain certified and non-certified personnel to run daily program			
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>			










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		
	Nov	Aug	Aug
1) Continue to communicate with parents with regards to their students' progress.			
2) Hold quarterly parent meetings including Open House.			
3) Continue to include parents in initial orientation meetings for students (unless the student is adult age and parent involvement is denied).			
4) Continue to send home progress reports at the 3 week mark and report cards each 6 weeks period.			
5) Utilize School Messenger program to provide automated "call-outs" and emails to parents notifying them of progress reports, report cards, holidays, parent meetings and other special events.			
6) Follow district procedures regarding parent requests for special education evaluations.			
7) Utilize campus website and Facebook page to communicate with parents.			
 = Accomplished  = No Progress  = Discontinue			










Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: Provide opportunities for community involvement in campus activities.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Continue partnership with Junior Achievement through opportunities for them to deliver information.			
2) Invite Girl Scout representatives to work with students in Girls PE classes.			
3) Offer Student Council club.			
4) Offer Senior Class activities.			
5) Offer 2 Blood Drives per year in conjunction with the Gulf Coast Regional Blood Center.			
6) Continue to include business and community partners in our Parent Engagement/Health Fair event.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Utilize computer-assisted programs to supplement instruction in the core areas including Edgenuity, NoRedInk, DreamBox, Science Starters, Stem Scopes, Gizmos, BrainPop, etc.			
2) Ensure that every classroom on the Tegeler campus meets the criteria for 21st Century Classrooms.			
3) Provide technology training via PD days and/or after school or personalized sessions as needed.			
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.			
5) Implement Blended Learning requiring a combination of traditional instruction and online learning.			
6) Continue to support teachers in utilizing OneNote and/or Schoology as LMSs.			
 = Accomplished  = No Progress  = Discontinue			

Thompson Intermediate Performance Objectives 2019-2020

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		
	Nov	Aug	Aug
1) Monitor curriculum implementation through walkthroughs.			
2) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
3) Integrate highly effective research based strategies across the content.			
4) Provided ongoing staff development and planning opportunities for the writing of campus created common assessments.			
5) Implement gradual release model for lesson design and delivery to ensure congruence with TEKS and classroom assessments.			
6) Additional teachers gain ESL certification.			
7) Create master schedule that allows for common planning time for departments.			













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Manage funding to ensure highly effective instruction.			
9) Integrate 1 to 1 device with research based instructional strategies to increase student engagement.			
 = Accomplished  = 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.

Targeted or ESF High Priority













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will analyze assessment data for all subgroups to assist in making the necessary adjustments with instruction.			
2) Provide staff development on data disaggregation and how the data will drive instruction.			
3) Teachers will analyze three week and six week progress to make adjustments to instruction, tutorials, and extended day participation.			
4) Teachers will analyze the performance of ELL, Migrant, Homeless, and Special Education students on MAP data, district and state assessments.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Teachers will follow the district's grading policy.			
2) Establish departmental guidelines regarding the appropriate use of homework.			
3) Establish campus wide grade and/or content appropriate retest standards that are consistent with district policy.			
 = Accomplished  = 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.
















Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Create a staff development plan that supports implementation of district-wide initiatives including Seven Steps to Interactive Language Rich Classroom, 1:1, Specially Designed Instruction and SIOP model.			
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 higher levels of Depths of Knowledge.			
3) Coordinate staff development days to allow time for vertical, horizontal and team planning.			
4) Integrate PD into content team planning to support effective and functional PLCs			













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Train Team Leaders/Department Heads in PLC strategies through the Collaborative Team Leader Training			
6) Ongoing technology staff development will take place to promote a high level of technology integration in the classroom.			
7) Provide Special Ed PD throughout school year for all teachers focusing on differentiation and individualized supports.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
2) Continue/maximize the campus use of Literary Lion program through ReadSquared.			
3) Provide time and materials for purposeful reading during the school day.			
4) Provide information to teachers regarding special reading needs of dyslexia students.			
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Provide staff development opportunities about reading strategies for at risk readers.			
7) Provide library books and online resources to support all learning styles.			
8) Create opportunities for students to be exposed to multiple genres of books to inspire a love of reading through Author talks.			
9) Creation of a Reading Intervention class into our master schedule to target students who have been unsuccessful on STAAR.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Ensure that the G/T identification procedure remains free from bias.			
2) Promote participation in local and regional AP/PreAP staff development and assist teachers with program design and curriculum development.			
3) Continue AP/PreAP vertical team opportunities in all disciplines.			
4) Increase participation in Advanced Placement Programs in secondary schools for students in all subgroups.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Participate in the Texas Performance Standards project.			
6) Provide instructional materials to support advanced learning opportunities for GT students.			
 = Accomplished  = 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.










Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
2) Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
3) Ensure the implementation of 504 accommodations for eligible students.			
4) Use data from TEKS-based assessments (common assessments or MAP) for early identification of individuals who might be at-risk of not mastering TEKS.			
5) Provide extended day and extended year programs incorporating TEKS requirements based on current year data.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
6) Communicate alternative education opportunities for students at risk of dropping out which include Tegeler, Summit, Community School ,Virtual School and migrant students.			
7) Incorporate the transition plan at each campus to support ELL students as they move from 6 to 7, and 8 to 9th grade.			
8) Provide real time intervention during the school day.			
9) Create reading and math intervention classes into the master schedule to provide students who have been unsuccessful on STAAR additional support.			
10) Provide in school and after school small group support for students impacted by Hurricane Harvey.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide library books for students who speak languages other than English.			
2) Provide ESL, ELPS and SIOP training opportunities for all teachers.			
3) Prepare bilingual/ELL students for an appropriate and timely transition including providing additional support through a instructional aide.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
4) Follow district guidelines that have clear, high expectations for programs serving recent immigrants.			
5) Follow the ESL scope and sequence set forth by the district.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 9: By June 2020, 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
















Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Teachers will participate in weekly PLC meetings and district level focus meetings. Each grading period, teachers will meet to align curriculum, assess student needs, and share resources and ideas to improve student achievement.			
2) Use research-based high yield strategies and 1 to 1 technology devices to promote a rigorous reading, writing, math, science and social studies program.			
3) Provide real time intervention during the school day for struggling students. Daily opportunities for differentiated additional math and reading support through intervention classes and small group instruction, weekly IPI, homeroom interventions, SDL classes, ZAP & Lunch Tutorials. It will also include weekly SSR #LionsRead and study hall.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 10: The campus will provide flexible learning opportunities for students to gain high school credit.
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide a flexible master schedule so students have the opportunity to gain high school credit.			
2) Encourage students to gain high school credit in intermediate school.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 11: Teachers will integrate instructional strategies and technology tools to support student learning.




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Increase the integration of technology into instruction, curriculum and assessment, 7-8 grade as outlined in the District Technology Plan.			
2) Provide all students with access to high quality instruction using blended learning tools Schoology, Google Classroom, Desmos, One Note, FlipGrid.			
3) Personalized Learning through PL Connect platform.			
4) Utilize Plan 4 Learning to develop and monitor the Campus Improvement Plan.			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Encourage more students to attend college by promoting College and Career Nights, Thursday College Day and providing opportunities to visit college campuses through AVID program.			
2) Encourage eligible students to participate in the Duke University talent search.			
3) Maintain Personal Graduation Plans for students			
4) Establish higher education promotion campaigns on each campus.			
 = Accomplished  = No Progress  = Discontinue			






















Performance Objective 2: Students will be provided with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Administer Grade 7/8 aptitude and interest test and share with school counselors. (Kuder).			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
2) Provide students with real world experiences that explore a wide range of careers.			
3) Provide students and parents with high school endorsement information and decision-making support			
4) Intermediate students, teachers, counselors, and parents are informed about higher education admissions, financial aid opportunities, TEXAS grant program and Teach for Texas Grant Program			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Hire and retain highly qualified teachers and staff that fit the culture and climate of the campus.			
2) School members will provide new hires with the appropriate tools and information that will help them be successful within the school community. New Thompson Teacher Academy.			
3) Provide support and staff development opportunities to increase skills classroom instruction, management and in building relationships.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
5) Provide flexible schedules and delivery methods for staff development			
6) Create and implement a plan to support the ongoing climate and culture that ensures the social and emotional needs of faculty and staff are being met			
 = Accomplished  = 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 child's education.
















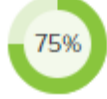






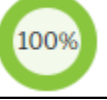
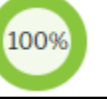



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide a systematic communications program to support parent and community awareness of campus activities, events and information			
2) A parent coordinator who will provide parent education on various topics based on feedback from parent surveys, including information to support understanding testing requirements and scores			
3) Provide educational resources (both digital and printed) for parents use with students at home			
4) Provide instructional resources for parents to utilize at home with their child.			
5) Encourage parents to attend extracurricular activities.			
6) Provide funding to increase parent involvement.			
 = Accomplished  = No Progress  = Discontinue			










Performance Objective 2: Increase community involvement by expanding and/or creating new partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			
3) Promote and increase participation in student service organizations			
4) Promote/share/ highlight campus successes and events with community via local media (website, newspaper, social media)			
5) Continue to work with and support feeder campus with "Walk for Success".			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Implement Positive Behavior Intervention strategies with students.			
2) Provide training in behavior management.			
3) Provide mediation, conflict resolution, bullying and PBIS training opportunities for students and staff. Following FFI (Local) in regards to bullying.			
4) Create a crisis management plan including safety drills.			
5) Utilize Safe and Civil Team to implement effective strategies to reduce inappropriate behaviors.			
6) Provide Youth Mental Health training, Character Education and Restorative Practice Training.			
7) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.			
8) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.)			
9) Counselors will attend staff development aimed at reducing sexual abuse of children and character education programs.			













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.			
11) Celebrate student success and increase student accountability by having Student of the Month celebrations.			
 = 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		
	Nov	Aug	Aug
1) Provide annual staff development to ensure consistent implementation of district wide and campus wide coordinated school health initiatives.			
2) Develop a campus health advisory committee to support coordinated school health goals and objectives to ensure that they are implemented.			
3) Use Fitnessgram Data for instructional planning.			
4) Create opportunities for coordinated school health programs and activities.			
5) Expanded Learning Opportunity with after school Bowling .			
 = Accomplished  = No Progress  = Discontinue			







Goal 6: We will provide support services using established and innovative practices, standards, and systems promoting an exemplary learning environment.







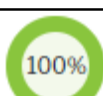
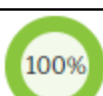
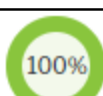






Performance Objective 1: During 2019-2020, increase the campus attendance rate to 97.5% or above for all students.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			
2) The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, and other school officials for students with serious attendance problems identifying and implementing strategies/techniques that promote regular attendance.			
3) Provide Incentives to all students each 6 weeks to encourage attendance.			
 = Accomplished  = 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.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor Admission, Review and Dismissal (ARD) paperwork to ensure LRE and IDEA transition components are addressed during the ARD process.			
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.			













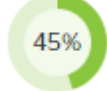




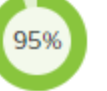
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Provide staff development opportunities for teachers working with special education students and tools to differentiate.			
4) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring of CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR A or Alt (ie., PLAFFs, IEPs, deliberations) and (3) utilizing TEA required forms.			
5) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.			
6) Instructional materials will be provided to address the needs of Special Education Students.			
 = Accomplished  = No Progress  = Discontinue			







Turner Elementary Performance Objectives 2019-2020

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.



















Next Year's Recommendation 1: Continue objective with current strategies.




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Curriculum PLCs designed to improve vertical alignment and share successful implementation of research based instructional practices			
2) Horizontal team meetings to review curriculum, Best Practices (i.e. small group instruction, cooperative learning, curriculum compacting, etc.) and student assessment data using Heat Maps and AWARE reports.			
3) Participation in staff development activities to identify instructional strengths and weaknesses, as well as ensure consistent implementation of curriculum and rigor and relevance standards			
4) Implement the PISD Scope and Sequence for all content areas in grades PK-4			
5) Integrate relevant literacy skills across all content areas			
6) Ensure that all science instruction incorporates hands-on and outdoor laboratory activities in alignment with new state science TEKS			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
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.)			
 = Accomplished  = 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.



















Next Year's Recommendation 2: Continue objective supported by current strategies

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Review STAAR and MAP data by subgroup and grade level			
2) Determine tutoring groups for intensive remediation during PIE Time/Extended Day			
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments			
4) Provide staff development on data disaggregation .			
5) Review STAAR data to determine Extended Year students and grade placement recommendations and interventions			
6) Teachers will attend staff development for vertical alignment and data disaggregation.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			
















Performance Objective 3: Turner will use district grading policies and procedures that link student assessment to mastery of student expectations.

Next Year's Recommendation 3: Continue objective with current strategies






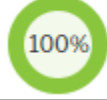






Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Utilize district wide grading standards linked to student standards and based on Best Practices			
2) Record grades that accurately reflect mastery/non mastery on specific student expectations			
3) Use district guidelines regarding homework and its purpose			
4) Utilize district wide grade and/or content appropriate reassessment standards			
5) Students who are academically unsuccessful will, using the RtI model, be identified and receive appropriate interventions in a timely manner			
 = Accomplished  = 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.

Next Year's Recommendation 4: Continue objective with current strategies

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Create a staff development plan that supports implementation of district wide initiatives			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student			
3) Provide training opportunities for problem solving and higher level questioning to increase rigor and relevance in instruction			
4) Support campus PLCs as deliberate decisions are made regarding instructional practices.			
 = Accomplished  = No Progress  = Discontinue			



















Performance Objective 5: Implementation of reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide research based reading program information for teachers .			
2) Continue to maximize the campus commitment to the Accelerated Reader program			
3) Provide information to teachers regarding the unique needs of dyslexic students			
4) Use student reading levels to monitor improvement and align students' instructional levels			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Support the district literacy initiative with classroom libraries for students to utilize as frequently as possible			
 = Accomplished  = 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.

Next Year's Recommendation 6: Continue objective with current strategies

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Daily classroom lessons on grammar and identifying/correcting errors in writing using the STAAR format will be consistently implemented.			
2) Daily language activities which reinforce STAAR standards will be implemented			
3) Students will participate in planned schoolwide writing activities (i.e. Camp Write Along, Author celebrations, Writing Power Hour, daily journaling, Writing Wall).			
4) Teachers will emphasize vocabulary acquisition across content areas and grade levels			
5) Quick Writes, Thinking Maps and other graphic organizers utilized by students on a regular basis			
 = Accomplished  = 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.

Next Year's Recommendation 7: Continue objective with current strategies

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) All math teachers will attend the FOCUS trainings provided by the district for each 9 week cycle.			
2) Implement gradual release (hands-on, hands-on and equation/number sentences, equation/number sentences independently) in math instruction			
3) Ensure that all math instruction incorporates hands-on activities in alignment with the state math TEKS			
4) STEM Night for all grade levels			
5) Planning days used to plan for FOCUS training strategies, initiatives to be implemented			
 = Accomplished  = 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.










Next Year's Recommendation 8: Continue objective with current strategies

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Involve all students in school wide Science Fair projects			
2) Weekly lessons provide students with hands-on activities in classroom/lab setting or greenhouse.			
3) Promote reading of on-level, nonfiction books weekly			
4) Update campus inventory of available science equipment			
5) Incorporate higher level questioning in science instruction			
 = Accomplished  = 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.





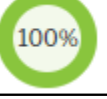
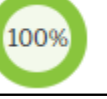
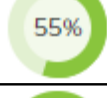
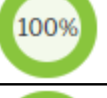
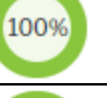

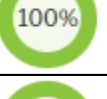
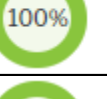




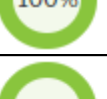
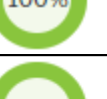






Next Year's Recommendation 9: Continue objective with current strategies

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Curriculum PLCs will meet monthly			
2) Grade level data PLCs will meet bi-weekly			


































Strategy Description	Formative Reviews		
	Nov	Aug	Aug
3) Staff development that identifies instructional strengths and weaknesses,			
4) Implement the PISD Scope and Sequence for math in grades PK-4			
 = 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: Students will participate in a variety of drills/scenarios to ensure their physical safety and well being on a daily basis.



















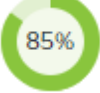


Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monthly fire drills (obstructed and unobstructed) will be conducted			
2) Crisis Team planning for shelter-in-place and evacuation scenarios will be maintained			
3) Intruder, shelter-in-place, and tornado drills conducted during fall and spring semesters			
4) All personnel/visitors must present a valid ID before entering the building			
5) All outside entrances remain locked throughout the day with the exception of the main entrance into the office area			
6) Dismissal policy which ensures the safe departure of all students every day			
7) Student Safety Patrol works to ensure a safe arrival for all students every morning.			
 = 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		
	Nov	Aug	Aug
1) Implement inclusion in general education classrooms			
2) Conduct team planning between general and special education teachers			
3) Provide frequent communication to parents through daily journals, student planners, conferences, phone conversations, and email.			
4) Campus has reviewed the previous year 's state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intervention			
5) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
6) Campus will follow district procedures regarding parental request for special education evaluation			
7) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CFAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD document clearly delineates the need for STAAR/STAAR Alt (i.e., PLAFFs, IEPs,deliberations), and (3) utilizing TEA required STAAR Alternative Participation Requirement Forms.			
8) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.			
9) Campus will follow district policy to ensure students with disabilities have access to facilities			
10) Campus will follow district procedures in addressing transition requirements for students with disabilities.			
11) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.			














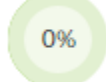

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			

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		
	Nov	Aug	Aug
1) Identify at-risk students using state/district criteria			
2) Develop and implement grade level intervention strategies			
3) Provide tutoring assistance for those students identified as having reading/math difficulties through Title funding			
4) Specialized tutoring for students struggling with reading, math, writing, and science concepts (SCE)			
5) Identify homeless students using district/state/federal criteria and refer to district Homeless Liaison and campus counselor for services.			
6) Identify LEP students using district/state/federal criteria. Refer to district Bilingual Department and campus LPAC for services provided.			
7) Monitor 1st and 2nd year students who have exited from the bilingual program.			







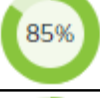


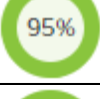








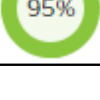
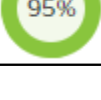
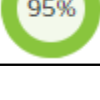



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
8) Continue the implementation of the Conscious Discipline program to integrate social-emotional learning and discipline.			
9) Utilize I-Station, DreamBox, and Waterford programs to provide additional interventions for students			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Provide accelerated instruction in cluster and self-contained groups			
2) Conduct G/T update training for faculty and staff			
3) Complete nomination, testing, and identification processes			
4) Conduct parent information meetings			
 = Accomplished  = 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.









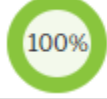
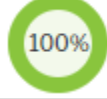



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Character education theme communicated during daily announcements			
2) Students have the opportunity to participate in extracurricular music and physical education activities			
3) Students are recognized as Star Studded Texans for outstanding citizenship			
4) Implementation of CHAMPs school wide			
5) Continue with "Big Texan" character breakfast program each 9 weeks			
6) PBIS training and implementation of program to promote proactive and positive behavior management strategies.			
7) Continued implementation of Conscious Discipline principles to integrate social-emotional learning and discipline			
 = 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		
	Nov	Aug	Aug
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			
8) Daily health tips will be shared every morning with students on announcements.			
9) School participation in education of heart health and diabetes during Jump Rope for Heart and Walk for Diabetes month			
 = Accomplished  = 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		
	Nov	Aug	Aug
1) Special school events (i.e. College Week, Career Day, Family Night, etc) will be implemented to promote college attendance			
2) Provide students with real world experiences that explore various career opportunities			
3) School hallways named after state colleges-UT, Baylor, Texas Tech, UH, SJC, Rice, A & M			
4) Field trip for all 3rd and 4th grade girls to Frittita Arena to see the Lady Cougars Basketball team play an exhibition game.			
 = Accomplished  = No Progress  = Discontinue			




























Goal 4: We will actively recruit, develop, and retain a highly qualified staff.























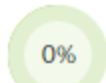

Performance Objective 1: The administrative staff, along with the Human Resources for the Pasadena Independent School District, will strive to employ qualified teachers to ensure successful academic experiences for our students.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Coaching/mentoring new teachers			
2) Staff development opportunities to increase skills in building relationships			
3) Positive working environment will be maintained			
4) Continue to implement recommendations from PBIS trainings			
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.)			
 = Accomplished  = No Progress  = Discontinue			

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.





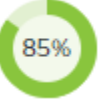













Performance Objective 1: Active parental involvement in school activities and functions will be encouraged. Participation in parent conferences, volunteer programs, and special school events will provide opportunities for parents to become involved in the educational process. Open communication between staff and parents will remain a factor ensuring positive school climate.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Curriculum Nights that provide opportunities for parents to attend grade level/content specific meetings to share expectations, strategies, and Title 1 information.			
2) Parent conferences will be held by appointment, phone, or by email as needed			
3) Volunteer program to support reading and math grade level TEKS			
4) PTO meetings will continue to be held every other month with special events planned throughout the year			
5) Grandparents Week, Texas Public Schools Week, and Bring a Parent to PE Week			
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.			
7) Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is learning at school.			
8) Friday Night at the Movies-a movie night for our Turner families each semester			
9) Mother/Daughter Craft Night in December			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
10) Father/Son Rock & Bowl in the spring			
11) Full implementation of WatchDogs program			
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.			
13) Christmas and spring choir concerts to highlight student performance.			
14) Spring Fling in PE for Grades PK-4th			
15) Student led Personal Learning Parent Night in October and in March			
16) Smoothie Night to promote healthy choices for our families-April			
 = Accomplished  = No Progress  = Discontinue			




























Goal 6: We will ensure vital and ongoing relationships with our business and community partners.




Performance Objective 1: Active participation by business and community partners in school activities and events will be encouraged, providing opportunities for involvement in the educational process.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Family Fun Night			
2) Volunteer tutoring and working in the library will continue throughout the year			
3) CHAC family activities: Walk for Sight, School Walk for Diabetes, Future Maverick Jingle Bell Run, Back to School Bash, Track and Field, Get Fit Jog, Jump Rope for Heart, Hoops for Heart, Kids Fun Run, CHAC parent night, Spring Health Fair, Quick Start Tennis, Walk for the Wetlands, Mighty Miler Team, Field Day, Presidential Challenge, Fuel Up to Play 60, WSSA Stack Up			
4) Participation of PE performance group in the Houston Rockets pregame/halftime show			
5) Smoothie Night in April			
 = Accomplished  = No Progress  = Discontinue			

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: The use of technology will be integrated into all curricular areas school wide. Faculty and staff will utilize the technological training provided by the PISD Instructional Technology Specialist or Campus Technology Liaison.









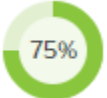

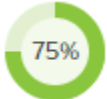




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) A long range plan will continue to be implemented addressing the technological needs of the campus			
2) New equipment purchased as needed and staff development opportunities offered regularly throughout the school year			
3) Utilize Skylert phone system to enhance communication between home and school			
4) Utilize I-Station, DreamBox (K-2), Waterford, Accelerated Reader, STaR, software			
5) Ongoing communication with parents and community through the use of the Turner website and Facebook page updated regularly.			
6) Maintenance and replacement of equipment (i.e. wands, headphones, iPods, etc.) as needed			
7) One Note utilized to enhance organization and communication with faculty and staff			
8) Connect Personalized Learning Program implemented in three 4th grade classrooms			
9) The addition of 113 new Chromebooks to replace outdated equipment			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
<div> <div>  = Accomplished </div> <div>  = No Progress </div> <div>  = Discontinue </div> </div>			

Williams Elementary Performance Objectives 2019-2020




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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Monitor curriculum implementation through campus walkthroughs using the coaching model.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Implement the district scope and sequences for all courses in grades Pk to 4.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) Provide campus based staff development to ensure consistent implementation of curriculum and campus instructional focus.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) Integrate relevant literacy skills across all content areas.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 5) Use on-line databases, eBooks, books, and other resources for specific TEKS.			


















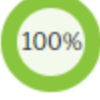



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 6) Meet with grade level content teams to share successful implementation of research based instructional practices.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 7) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 8) Create master schedules that will provide common planning time for teams of teachers and provide time for PLCs.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 9) Utilize Plan4Learning to develop and monitor the campus improvement plan			
 = 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 referrals to intervention.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education participation.			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. [PBM]-			
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments.			
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 5) Provide staff development on data disaggregation and how the data will drive instruction.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 6) Use common assessment data to drive small group instruction and PIE group formation. Provide intensive intervention during PIE Time.			
= 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Create a staff development plan that supports implementation of district-wide initiatives.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Provide staff development (Data Talks) on differentiation/scaffolding designed to meet the learning needs of every student.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 6) Establish and support campus PLCs.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			







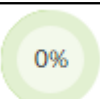
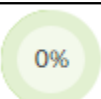
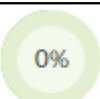



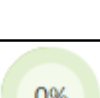
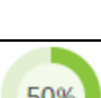
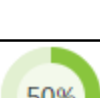



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			




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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Provide time and materials for purposeful reading during the school day.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) Provide information to teachers regarding special reading needs of dyslexia students.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 5) Provide library books and online resources to support all learning styles.			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = 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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Follow district G/T identification procedure.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Promote G/T Summer Exploration Camp opportunities.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Participate in Texas Performance Standards Project.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) Students will be clustered and instructed by G/T Certified teachers.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 5) Implement G/T Pullout program for identified students.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) Promote participation in the Duke Talent Search program in fourth grade.			













Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Ensure the implementation of 504 accommodations for eligible students.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) Use data from common assessments for early identification of individuals who might be at-risk of not mastering TEKS and provide intervention.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) Implement research-based programs designed to accelerate student learning.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 5) Provide additional and individualized support to parents of at risk students.			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 6) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Provide opportunities for staff to attend Bilingual Focus and ELPS training opportunities for all teachers.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) Prepare bilingual ELL students for an appropriate and timely transition by following the district bilingual continuum.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) Provide instructional materials and implement the ELPS scope and sequence at all grade levels.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 1) Implement Conscious Discipline strategies with students.			
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 3) Create a crisis management plans, including safety drills.			
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 5) Provide Character Education programs.			






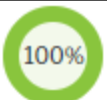


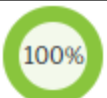
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic inappropriate behaviors.			
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 7) Provide staff development concerning abuse and reporting obligations.			
 = Accomplished  = No Progress  = Discontinue			





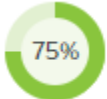







Performance Objective 9: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 1) Participate in district-wide coordinated school health initiatives.			
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 4) Administer Fitnessgram and use reports to drive instruction.			
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 5) Provide parent education opportunities for coordinated school health at each campus			
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Use district wide grading standards that are linked to student expectations and are based on best practices.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Record grades that accurately communicate mastery or non mastery on specific student expectations.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) Use grade and/or content specific grading rubrics.			







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) Use district guidelines regarding the appropriate use of homework.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 5) Use district wide grade and/or content appropriate retest standards.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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 for all students.










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process and Special Education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines including parental requests for Special Education evaluations.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) 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.			
TEA Priorities Improve low-performing schools 3) 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.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 4) Campus will follow district policy to ensure students with disabilities have access to facilities.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 5) Campus will provide instructional materials and training for all teachers working with students with disabilities included in training given in the area of dyslexia and related disorders.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 6) Campus will monitor the number of students with disabilities being served in the least restrictive environments.			










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 7) 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Provide technology technical support.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Equip classrooms with technology and integrate technology into instruction, curriculum and assessment.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Increase the integrations of technology into instruction, curriculum and assessment.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college Improve low-performing schools 1) Encourage more students to attend college by promoting College Week.			
TEA Priorities Connect high school to career and college Improve low-performing schools 2) Establish higher education promotion campaigns.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
<div> <div> <div>100%</div> <div>= Accomplished</div> </div> <div> <div>0%</div> <div>= No Progress</div> </div> <div> <div>✖</div> <div>= Discontinue</div> </div> </div>			






















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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Provide team building opportunities to increase skills in building relationships.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Provide mentors and staff development opportunities to new personnel.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) Expand leadership and mentoring opportunities for all staff.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
 = Accomplished  = No Progress  = Discontinue			











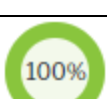
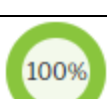



Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

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		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Include parent education component in orientation programs.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Provide parent education on various topics.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Implement Superintendent's Stay in School Project/District Attorney Partnership.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Provide parent workshops regarding reading with children, online resources and eBooks.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Provide educational resources for parents on their website.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) Provide instructional resources for parents to utilize at home with their child.			
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 7) Provide information that can be utilized with students and parents in the interpretation of test results.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 8) Maintain parents informed on Give Me Five program to promote and increase volunteer opportunities.			
TEA Priorities Improve low-performing schools 9) Provide volunteer opportunities to become actively involved in drug-awareness school program and career awareness school program.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) Expand learning opportunities for students in school/community service.			
TEA Priorities Improve low-performing schools 2) Promote student/parent/business involvement through volunteerism.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Participate in the See to Succeed program			
TEA Priorities Improve low-performing schools 4) Partnership with outside community agencies			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: Offer classes to provide parents with opportunities to acquire skills, information, and resources.
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) Use needs assessment survey results to meet the needs of our school community.			
TEA Priorities Improve low-performing schools 2) Network with organizations and/or agencies to establish community ties collaborating to offer classes that provide needed skills such as Brighter Bites.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Promote events through notices, parent newsletter, meetings, email, phone calls, school website, Parent Conferences/Consults and constant announcements to students.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: Engage students and their families in school events.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 1) Use needs assessment survey results to meet the needs of our school community.			
TEA Priorities Improve low-performing schools 2) Promote events through notices, parent newsletter, meetings, email, phone calls, school website, Parent Conferences/Consults and constant announcements to students.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Maintain successful events that are meaningful to our school community such as Parent Orientation; Turkey Trot; Mom & Me at Pumpkin Patch; Grandparent's day; Reading/Math/Science Family Night; Parent Conferences; Open House; and our Musical Programs.			
















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = Accomplished  = No Progress  = Discontinue			










Performance Objective 5: Ensure that parents have effective means of communicating with the school.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Improve low-performing schools 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.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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.			
TEA Priorities Improve low-performing schools 4) Promote events through notices, parent newsletter, , email, phone calls, school website, Parent Conferences/Consults, constant announcements to students, and parent meetings such as volunteer meetings, Title I meetings, and parent advisory committee meetings.			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Provide Conscious Discipline training and implement Conscious Discipline strategies with students. 2) Provide opportunities to attend behavior management trainings.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 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).			
TEA Priorities Improve low-performing schools 4) Create campus safety crisis management plans, including safety drills.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 5) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
TEA Priorities Improve low-performing schools 6) Provide opportunities to attend Gang Awareness training and Character Education programs.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 7) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic inappropriate behaviors.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 8) Implement an age appropriate and vertically aligned guidance curriculum.			
 = 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Provide training opportunities for all employees on blood borne 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		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Provide ongoing training for crisis management.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Celebrate Patriot Day and Veteran's Day through reading and/or programs.			
 = Accomplished  = No Progress  = Discontinue			









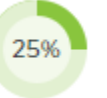

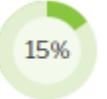

Young Elementary Performance Objectives 2019-2020

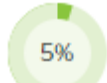


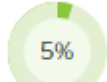
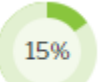










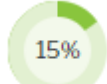





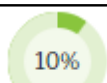
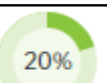
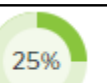
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.





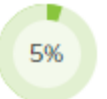




Performance Objective 1: During the current school year, consistent implementation of district curriculum, research-based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.

Targeted or ESF High Priority

Next Year's Recommendation 1: Continue to implement the District Curriculum and research based strategies to enhance student performance.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Monitor curriculum implementation through campus walkthroughs (ATS-African America & SPED)			
TEA Priorities Build a foundation of reading and math 2) Implement the district scope and sequence for all courses in grades PK-4. (ATS-African America & SPED)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. (ATS-African America & SPED)			
TEA Priorities Build a foundation of reading and math 4) Integrate relevant literacy skills across all content areas using additional resources. (ATS-African America & SPED)			


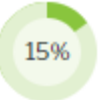


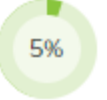

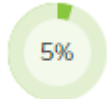
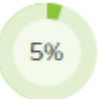
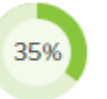
Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 5) Implement gradual release model for lesson design and delivery.			
TEA Priorities Build a foundation of reading and math 6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. (ATS-African America & SPED)			
TEA Priorities Build a foundation of reading and math 7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state science TEKS.			
TEA Priorities Build a foundation of reading and math 8) Use on-line databases, eBooks, books, and other resources for specific TEKS . (ATS-African America & SPED)			
TEA Priorities Recruit, support, retain teachers and principals 9) Provide staff development on utilization of on-line databases and resources.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices. (ATS-African America & SPED)			
TEA Priorities Build a foundation of reading and math 12) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques.			







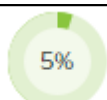
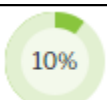
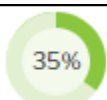



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 13) Develop and provide research based instructional strategies and staff development plan for technology integration. (ATS-African America & SPED)			
TEA Priorities Recruit, support, retain teachers and principals 14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs.			
 = 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.

Targeted or ESF High Priority

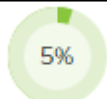


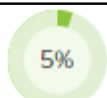
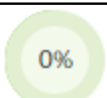
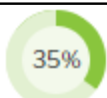
Next Year's Recommendation 2: Continue with this goal since STAAR was not taken in Spring of 2020


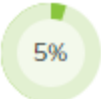







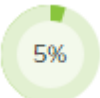


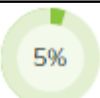
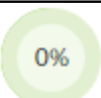
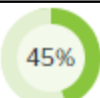



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Analyze campus subgroup student performance on assessments, disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education participation. (ATS-African America & SPED)			
TEA Priorities Build a foundation of reading and math 2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. (ATS-African America & SPED)			
TEA Priorities Build a foundation of reading and math 3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Provide staff development on data disaggregation and how the data will drive instruction.			
TEA Priorities Build a foundation of reading and math 6) Use data disaggregation to drive instruction. (ATIS-African America & SPED)			
 = 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.















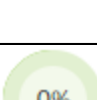




Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Create a staff development plan that supports implementation of district-wide initiatives.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. (ATIS-African America & SPED)			


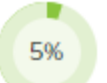








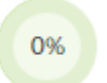


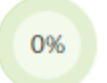




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Teachers will attend training opportunities for curriculum components needed to increase relevance with hands on experiences and relevant materials.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 6) Establish and support campus PLCs.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			
 = 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.

Targeted or ESF High Priority


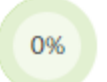



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
TEA Priorities Build a foundation of reading and math 2) Provide time and materials for purposeful reading during the school day. (ATS-African America & SPED)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Provide information to teachers regarding special reading needs of dyslexia students.			
TEA Priorities Build a foundation of reading and math 4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels. (ATS-African America & SPED)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Provide staff development about reading strategies for at risk readers. (ATS-African America & SPED)			
TEA Priorities Build a foundation of reading and math 6) Provide library books and on-line resources to support all learning styles. (ATS-African America & SPED)			
 = Accomplished  = No Progress  = Discontinue			



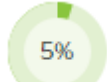
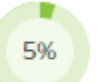
















Performance Objective 5: During the current school year, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Follow district G/T identification procedures.			
2) Promote G/T Summer Exploration Camp opportunities.			
3) G/T students will participate in the Texas Performance Standards Project.			
4) Students will be clustered and instructed by G/T certified teachers.			
5) Promote participation in the Duke Talent Search program in fourth grade.			
 = Accomplished  = 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.





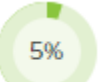







Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
TEA Priorities Build a foundation of reading and math 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.			










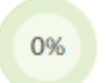

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 3) Ensure the implementation of 504 accommodations for eligible students.			
TEA Priorities Build a foundation of reading and math 4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
TEA Priorities Build a foundation of reading and math 5) Implement research-based programs designed to accelerate student learning.			
TEA Priorities Build a foundation of reading and math 6) Provide additional and individualized support to parents of at risk students.			
7) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.			
TEA Priorities Build a foundation of reading and math 8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			
 = Accomplished  = No Progress  = Discontinue			

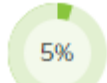
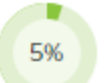

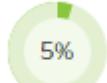
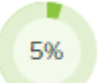

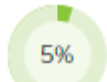





Performance Objective 7: During the current school year, all staff will assist English Language Learners and ensure that their academic performance will equal or surpass that of the state's.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collections.			

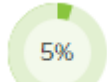


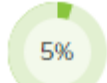



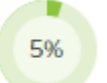







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
TEA Priorities Build a foundation of reading and math 3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum with resources.			
TEA Priorities Build a foundation of reading and math 4) Implement the ESL scope and sequence at all grade levels.			
 = 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		
	Nov	Aug	Aug
1) Implement Conscious Discipline strategies with students.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			
TEA Priorities Recruit, support, retain teachers and principals 3) Create a crisis management plan, including safety drills			
TEA Priorities Recruit, support, retain teachers and principals 4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			






















Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 5) Provide Gang Awareness training and Character Education programs.			
TEA Priorities Recruit, support, retain teachers and principals 6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.			
7) Provide staff development concerning abuse and reporting obligations.			
 = Accomplished  = 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.


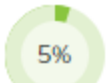







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Participate in district-wide coordinated school health initiatives.			
TEA Priorities Recruit, support, retain teachers and principals 2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instruction.			
5) Provide parent education opportunities for coordinated school health.			

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
 = 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.


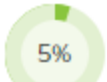




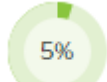





Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Build a foundation of reading and math 1) Use district-wide grading standards that are linked to student expectations and are based on best practices.			
TEA Priorities Build a foundation of reading and math 2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.			
TEA Priorities Build a foundation of reading and math 3) Use grades and/or content specific grading rubrics.			
TEA Priorities Build a foundation of reading and math 4) Use district guidelines regarding the appropriate use of homework.			
TEA Priorities Build a foundation of reading and math 5) Use district-wide grade and/or content appropriate standards.			
TEA Priorities Build a foundation of reading and math 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			

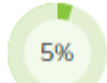
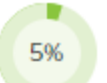

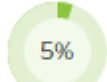
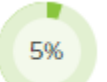

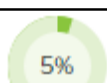
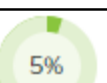
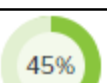
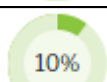
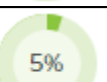
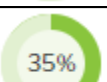
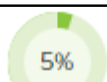
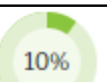
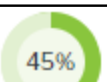
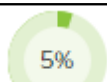
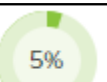

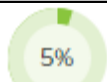
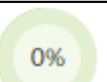







Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above for all students.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problem.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			
 = Accomplished  = No Progress  = Discontinue			










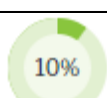
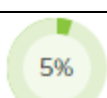
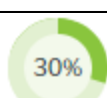



Performance Objective 12: During the current school year, campus will collaboratively work with the district special education office to ensure that all the needs of each student are being met, including 100% compliance with all federal and state requirements.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. (ATS-African America & SPED)			
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.			

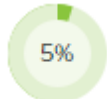
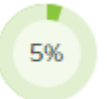







Strategy Description	Formative Reviews		
	Nov	Aug	Aug
5) Campus will follow district procedures regarding parental request for special education evaluation.			
6) Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documents clearly delineates the need for STAAR/STAAR Alt (i.e. PLAFF's, IEPS, deliberations) and (3) utilizing district/state required STAAR Alternative Participation Requirements forms			
7) Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			
8) Campus will follow district policy to ensure students with disabilities have access to facilities.			
9) Campus will provide instructional materials and training for all teachers working with students with disabilities. (ATS-African America & SPED)			
TEA Priorities Build a foundation of reading and math 10) Special Education teachers are included in training given in the area of dyslexia and related disorders			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 11) Campus will monitor the number of students with disabilities being served in the least restrictive environments. (ATS-African America & SPED)			
TEA Priorities Build a foundation of reading and math 12) Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an Accelerated Instruction/Intensive Program of Instruction.			
 = Accomplished  = 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.

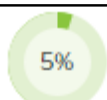
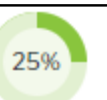
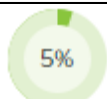
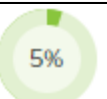
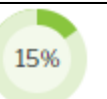
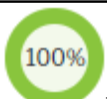
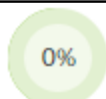

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide the technical support needed to administer the required computer assessments.			
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom".			
TEA Priorities Build a foundation of reading and math 3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
 = Accomplished  = No Progress  = Discontinue			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.


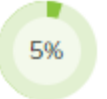





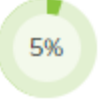


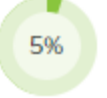




Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) Encourage more students to attend college by promoting College Week.			
TEA Priorities Connect high school to career and college 2) Establish higher education promotion campaigns.			
 = Accomplished  = 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		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) Provide students with real world experiences that explore a wide range of careers.			
TEA Priorities Connect high school to career and college 2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			
 = Accomplished  = No Progress  = Discontinue			

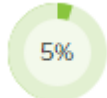
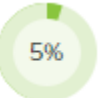
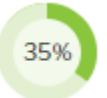

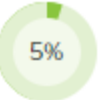


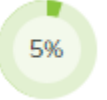


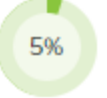


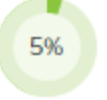




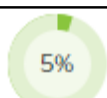
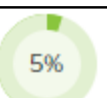
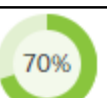



Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

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.


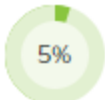










Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Recruit, support, retain teachers and principals 1) Provide support and staff development opportunities to increase skills in building relationships.			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide mentorship and staff development opportunities to new personnel.			
TEA Priorities Recruit, support, retain teachers and principals 3) Expand leadership and mentoring opportunities for all staff.			
TEA Priorities Recruit, support, retain teachers and principals 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: 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.

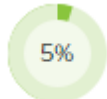
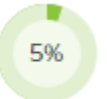
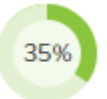




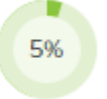






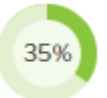



Strategy Description	Formative Reviews		
	Nov	Aug	Aug
TEA Priorities Connect high school to career and college 1) Include parent education component in orientation programs.			
2) Provide parent education programs on various topics.			
TEA Priorities Build a foundation of reading and math 3) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
4) Provide parent workshops regarding reading with children, on-line resources, and eBooks.			
5) Provide instructional resources for parents on the campus website.			
TEA Priorities Build a foundation of reading and math 6) Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title 1 information, and TAPR data, test results, etc.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 7) Provide parents opportunities to connect with their children by strengthening home and school connections through school-wide or grade-level events, and School- home connection resources. (ATS- African American and SPED)			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: During the current school year, community and parent involvement will increase by a 5% expansion in partnerships and enhanced communication.




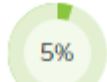
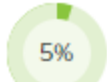

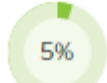








Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Promote student/parent/business involvement through volunteerism and community service.			
2) Promote service organizations for students in school (Student Council, School Helpers, etc.)			
TEA Priorities Recruit, support, retain teachers and principals 3) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers, etc.)			
<div>  = Accomplished  = No Progress  = Discontinue </div>			

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.

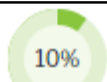





Performance Objective 1: During the current school year, campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning.			
2) Provide opportunities to attend behavior management trainings.			
3) 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.			
TEA Priorities Recruit, support, retain teachers and principals			
4) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.			
5) Implement and age appropriate and vertically aligned guidance curriculum.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Provide training to campus Medical Emergency Response Team (MERT) by incorporating Stop the Bleed			
TEA Priorities Recruit, support, retain teachers and principals 2) Provide opportunities for employees to be trained in personal safety.			
TEA Priorities Recruit, support, retain teachers and principals 3) Provide opportunities for staff to attend district ALICE trainings.			
TEA Priorities Recruit, support, retain teachers and principals 4) Develop and implement campus Emergency Operation Plans and safety drills, including unification plan.			
 = Accomplished  = No Progress  = Discontinue			

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Nov	Aug	Aug
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
 = Accomplished  = No Progress  = Discontinue			

Report of 2017-2018 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2019

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 2017-2018 high school graduates who attended public four-year and two-year higher education in FY 2019. 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 2018, spring 2019, and summer 2019 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 2019, 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 2019 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 FY2018
Enrolled in Texas Public or Independent Higher Education in FY 2019

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
				<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
PASADENA ISD									
	101917039	COMMUNITY SCHOOL							
		Four-Year Public University	0						
		Two-Year Public Colleges	20	12	2	0	1	0	
		Independent Colleges & Universities	0						
		Not Trackable	9						
		Not Found	128						
		Total High School Graduates	157						
	101917004	DOBIE H S							
		Four-Year Public University	150	23	17	36	30	43	
		Two-Year Public Colleges	421	105	72	71	76	69	
		Independent Colleges & Universities	20						
		Not Trackable	26						
		Not Found	288						
		Total High School Graduates	905						
	101917016	DR KIRK LEWIS CAREER AND TECHNICAL H S							
		Four-Year Public University	45	10	6	7	6	15	
		Two-Year Public Colleges	117	26	23	23	29	9	
		Independent Colleges & Universities	2						
		Not Trackable	23						
		Not Found	136						
		Total High School Graduates	323						

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 enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2018
Enrolled in Texas Public or Independent Higher Education in FY 2019

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	101917001 PASADENA HIGH SCHOOL							
	Four-Year Public University	58	6	6	12	13	21	0
	Two-Year Public Colleges	182	57	29	24	31	28	13
	Independent Colleges & Universities	1						
	Not Trackable	44						
	Not Found	215						
	Total High School Graduates	500						
	101917013 PASADENA MEMORIAL H S							
	Four-Year Public University	97	8	17	17	32	23	0
	Two-Year Public Colleges	313	110	44	46	66	39	8
	Independent Colleges & Universities	14						
	Not Trackable	28						
	Not Found	242						
	Total High School Graduates	694						
	101917002 SAM RAYBURN H S							
	Four-Year Public University	44	8	7	8	16	5	0
	Two-Year Public Colleges	202	60	35	31	34	31	11
	Independent Colleges & Universities	3						
	Not Trackable	52						
	Not Found	241						
	Total High School Graduates	542						
	101917003 SOUTH HOUSTON HIGH SCHOOL							
	Four-Year Public University	50	12	7	13	12	6	0
	Two-Year Public Colleges	186	60	35	28	32	20	11
	Independent Colleges & Universities	1						
	Not Trackable	54						
	Not Found	241						
	Total High School Graduates	532						

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 enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2018
Enrolled in Texas Public or Independent Higher Education in FY 2019

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	101917007 TEGELER CAREER CENTER							
	Four-Year Public University	1						
	Two-Year Public Colleges	22	13	0	2	6	1	0
	Independent Colleges & Universities	0						
	Not Trackable	3						
	Not Found	33						
	Total High School Graduates	59						
	RAUL YZAGUIRRE SCHOOLS FOR SUCCESS							
	101806001 HOUSTON T-STEM AND EARLY COLLEGE H S							
	Four-Year Public University	2						
	Two-Year Public Colleges	29	9	6	5	3	5	1
	Independent Colleges & Universities	0						
	Not Trackable	4						
	Not Found	18						
	Total High School Graduates	53						

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 enrollment in public higher education less than 5, the GPA data is omitted.