

Gregory-Portland Independent School District



Clark Elementary

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

At TMC, we are proud to serve a diverse student body of 457 students, with a nearly balanced gender distribution of 215 female students and 242 male students. This diversity enriches our school environment and provides a broad spectrum of perspectives and experiences that enhance the learning process for all students.

We recognize that 199 of our students, or 43.54%, are identified as at-risk. This awareness allows us to implement targeted support systems and interventions to ensure these students receive the necessary resources and guidance to succeed academically and personally. Our commitment to these students is unwavering, and we strive to create an inclusive environment where every student can thrive.

With 244 students, or 53.39% of our population, identified as economically disadvantaged, we are dedicated to providing equitable access to educational opportunities and resources. We understand the challenges these students may face and are committed to supporting them through various programs and initiatives designed to alleviate barriers to learning.

Our special population distribution highlights the diverse needs of our students, with 112 students in Special Education, 75 with Dyslexia, 44 on 504 Plans, 30 Emergent Bilinguals, 31 identified as Gifted and Talented, and 6 Migrant/Immigrant students. This diversity requires us to tailor our educational approaches to meet the unique needs of each group, ensuring that all students receive a high-quality education that caters to their individual strengths and challenges.

The rapid influx of population and housing developments due to new refinery operations in Gregory-Portland and surrounding towns has led to a rise in our student population. This growth presents both opportunities and challenges, as we work to accommodate the increasing number of students while maintaining our commitment to providing a supportive and effective learning environment.

We are proud of our smaller class sizes in the lower grades, which are instrumental in supporting early literacy and numeracy. These smaller classes allow for more personalized instruction and attention, laying a strong foundation for our students' future academic success. However, we acknowledge the need for more instructional differentiation in our larger fifth-grade classes to ensure that all students, particularly those who are at-risk or in special education, receive the targeted interventions they need to succeed.

Strengths

Our school is proud to offer a diverse and inclusive environment that celebrates and respects the unique backgrounds and perspectives of all students. This commitment to diversity not only enriches the learning experience but also prepares our students to thrive in a global society. By fostering an atmosphere of acceptance and understanding, we ensure that every student feels valued and empowered to contribute their voice to our community.

We have a dedicated team of highly qualified educators who are passionate about teaching and committed to the academic and personal growth of each student. Our teachers employ innovative teaching methods and continuously seek professional development opportunities to stay at the forefront of educational best practices. This dedication to excellence in teaching ensures that our students receive a high-quality education that equips them with the skills and knowledge

necessary for future success.

Our school places a strong emphasis on fostering a supportive and nurturing environment where students feel safe and encouraged to explore their interests. We offer a wide range of extracurricular activities and programs that cater to diverse interests, allowing students to discover and develop their talents outside the traditional classroom setting. This holistic approach to education helps students build confidence, resilience, and a sense of belonging within the school community.

We are committed to maintaining open and effective communication with parents and guardians, recognizing them as essential partners in the educational journey of their children. Through regular updates, meetings, and collaborative initiatives, we ensure that families are actively involved in their child's education and well-informed about their progress. This partnership between home and school is crucial in creating a supportive network that enhances student achievement and well-being.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

The Gregory-Portland Independent School District is struggling to maintain optimal learning environments and individualized student support due to overcrowded classrooms and limited resources, which are impacting student performance and well-being

This challenge stems from rapid community growth and new housing developments driving a surge in student enrollment that has outpaced the district's capacity planning for facilities, staffing, and support services.

 = Priority

Student Learning

Summary

1. How are our students performing on state assessments?

Overall Performance:

83% of students scored at the "Approaches" level across all subjects.

56% of students scored at the "Meets" level.

25% of students scored at the "Masters" level .

Subject Breakdown:

Reading: 86% of students met the Approaches level, 62% met the Meets level, and 29% achieved Masters .

Mathematics: 84% met the Approaches level, 55% met the Meets level, and 24% achieved Masters .

Science: 76% met the Approaches level, 37% met the Meets level, and 17% achieved Masters

Key Trends:

There was a **slight decline in performance from the previous year, particularly in Science and Mathematics.**

Reading performance remains strong but shows a need for continued focus on increasing mastery levels.

2. Describe the domain ratings for your campus: Student Achievement, School Progress, and Closing the Gaps.

Student Achievement:

The campus performed above the district and state averages in **Reading and Mathematics at the Approaches level**, but **needs improvement at the Masters level .**

School Progress:

Annual growth in reading was 70% and **in math was 68%**, showing a stable growth pattern .

However, **accelerated learning rates were lower than state and district averages**, particularly in 4th-grade reading (10%) .

Closing the Gaps:

Special populations, particularly **Economically Disadvantaged and Emergent Bilingual students**, showed **lower Meets and Masters performance levels .**

Disparities exist between continuously and non-continuously enrolled students, impacting overall progress.

3. How are our students performing on local metrics for learning?

Attendance Rate:

The campus has a **94.3% attendance rate**, which is higher than the district and state averages

Chronic Absenteeism:

16.6% of students were chronically absent, which is lower than the previous year (20.9%) but still a concern .

Retention Rates:

Higher retention rates in **Grade 2 (8.3%) compared to the district average (4.2%)**, indicating a potential concern in early grade literacy or numeracy .

4. Which students are making progress, and which students are not?

Students Making Progress:

5th-grade students showed the most growth in Reading (76%) and Math (77%), outperforming previous years .

Students classified as "Former Special Education" and "Continuously Enrolled" students showed strong performance in both Reading and Math .

Students Not Making Progress:

Emergent Bilingual (EB) students showed lower progress rates, with only **43%** meeting grade-level expectations in reading .

Current Special Education students had the lowest percentage at Meets and Masters across all subjects .

4th-grade students showed a significant drop in accelerated learning rates compared to previous years.

5. How are at-risk students performing compared to students who are not at-risk?

At-Risk Students:

30% of the student population is considered at-risk.

At-risk students scored lower across all STAAR assessments compared to their non-at-risk peers.

The highest gap was in Science, where at-risk students performed **25 percentage points lower than non-at-risk students .**

Non-At-Risk Students:

Shown significantly higher scores in **Reading and Math at the Meets and Masters level.**

Tended to show more consistent growth year-over-year

6. How are students in special instructional programs performing?

Special Education (Current):

Only 56% met Approaches in Reading, and **29% met the Meets level.**

In Mathematics, 57% met Approaches and 24% met Masters.

Science performance was the lowest at 44% Approaches .

Emergent Bilingual (EB) Students:

Lower than expected growth, with only **43%** meeting reading benchmarks.

EB students underperformed in math compared to the district and state averages .

Gifted & Talented (GT) Students:

Performed significantly higher across all subjects, with **over 70%** reaching the **Masters level in Reading and Math .**

7. Does student behavior impact student achievement?

Behavioral Impact:

No students were placed in disciplinary placements, indicating relatively low behavior-related disruptions .

Higher chronic absenteeism rates correlated with lower performance levels, particularly among at-risk students .

Bullying and peer relationships were cited as concerns in previous student climate surveys, which could impact academic performance.

8. How are our instructional programs aligned from EC-12 and beyond?

Early Childhood (EC) Readiness:

The Pre-K program has strong enrollment (88 students), indicating an emphasis on early literacy and numeracy.

Higher retention in early grades suggests intervention needs for foundational literacy and math skills .

Elementary Alignment:

The school follows a **structured literacy and math curriculum aligned with district and state standards**.

Intervention programs exist but need expansion, particularly for at-risk and special education students .

Middle & High School Readiness:

No direct CCMR (College, Career, and Military Readiness) indicators were available for this campus.

Students need stronger foundational skills to ensure success beyond elementary grades, as evidenced by declining mastery levels in later elementary grades .

Strengths

- **Overall strong performance in Reading and Mathematics compared to the district and state averages.**
- **5th-grade students showed significant growth, particularly in Reading.**
- **Attendance rates are higher than the district and state averages.**
- **Gifted & Talented students perform exceptionally well across all subjects.**

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Individualized supports for Special Education students can be enhanced to foster greater academic achievement.	Resources and interventions tailored to diverse learning needs may be insufficient or inconsistently applied.
2	There is an opportunity to increase student mastery in Science and Mathematics through enhanced support and resources.	Limited targeted interventions and resources in Science and Math reduce students' ability to reach mastery levels.
3	Accelerated learning rates in 4th-grade reading can be improved by strengthening early literacy initiatives.	Early grade literacy interventions may be inconsistently implemented or insufficiently tailored to accelerate learning.
4	Special populations, such as Economically Disadvantaged and Emergent Bilingual students, can achieve higher performance levels with more targeted, culturally responsive instruction.	Current supports may lack differentiation and cultural responsiveness needed for these groups to excel.
5	Emergent Bilingual students benefit from increased language acquisition supports integrated with academic instruction.	Limited specialized instructional strategies for language development alongside content mastery impact student progress.
6	Continued efforts to improve attendance will positively impact student learning and engagement.	Underlying factors such as family barriers and student engagement challenges affect consistent attendance.

7

Early grade literacy and numeracy support can be expanded to further reduce retention and promote strong foundational skills.

Intervention programs for foundational skills may not fully meet the needs of all struggling students.

8

Aligning instructional programs and expanding interventions can support consistent mastery and readiness throughout elementary grades.

Transitions between grade levels and intervention scope may lack sufficient alignment to ensure steady growth.

 = Priority

School Processes & Programs

Summary

- How is professional development planned to support student achievement?

Teacher Experience and Retention:

The campus has a highly experienced teaching staff with an average class size of 17.7–25.2 students per teacher depending on the grade level.

Turnover Rate: 12.1% (below the state average of 19.1%), indicating stable staffing and opportunities for ongoing professional development.

Focus on Student Needs:

The campus prioritizes special education (19.4%), dyslexia intervention (12.9%), and emergent bilingual instruction (7.9%), indicating that teacher training focuses on intervention strategies and differentiated instruction.

Professional Development Areas Likely Covered:

Special Education Training (due to the high percentage of SPED students).

Instructional Strategies for At-Risk Students (as 29.7% of students are at risk).

Bilingual and ESL Strategies (supporting 7.9% of students identified as emergent bilingual).

Data-Driven Instruction (to address STAAR performance gaps in reading, math, and science).

- Are all students provided the opportunity to meet challenging state academic standards with a well-rounded program of curriculum and instruction?

STAAR Performance:

Reading: 86% of students met the **Approaches Grade Level** standard, but only **62% met the Meets Grade Level standard**, and **29% mastered the content**.

Mathematics: 84% met the **Approaches standard**, but only **55% met the Meets standard**, and **24% mastered the content**.

Science: 76% met the **Approaches standard**, with **37% at Meets** and **17% mastering content**.

Intervention and Enrichment:

The **gifted and talented (GT) program** serves only **4.0% of students**, which is below the district and state averages, indicating room for expanding enrichment programs .

Economically Disadvantaged Students: 68.0% of students come from low-income backgrounds, emphasizing the need for additional support resources .

- What is our instructional technology plan?

99% of students participated in STAAR assessments, it suggests high integration of online testing and digital resources .

The campus utilizes **district-supported learning platforms** such as:

-Online intervention programs for struggling students.

-Digital literacy programs aligned with state academic standards.

-Google Classroom or other LMS tools to support instruction.

- How is instructional time planned (master schedules, PLCs, tutorials, summer school, enrichment, clubs/ organizations, assessment, grade-level transitions, etc.?)

Class Size Impact:

Kindergarten: 17.7 students per class.

Grades 1-4: 18.6 – 19.7 students per class.

Grade 5: 25.2 students per class (higher than district and state averages) .

High class sizes in 5th grade suggest potential challenges in **individualized instruction** .

Support Programs:

Bilingual/ESL Education: **6.8%** of students receive additional language instruction.

Special Education (SPED): **19.4%**, which is higher than both district (16.5%) and state (14.0%) averages.

Dyslexia Program: **12.9%** of students receive dyslexia intervention.

Section 504 Support: **6.8%** of students are in Section 504 programs .

Grade-Level Transitions:

Mobility Rate: **16.9%** of students moved in or out of the campus, affecting instructional consistency .

Assessment & Accountability:

99% of students participated in STAAR assessments, indicating high compliance with standardized testing requirements.

Strengths

At our school, we prioritize professional development that is data-driven, ensuring that our educators are equipped with the latest strategies and insights to enhance their teaching practices. Our focus on special education, intervention strategies, and bilingual instruction allows us to address the diverse needs of our student population effectively. By continuously analyzing data, we tailor our professional development programs to meet the specific needs of our teachers, enabling them to provide high-quality education to all students.

Our commitment to providing a well-rounded curriculum is evident in the diverse range of subjects and activities we offer. However, we recognize the need to expand advanced learning opportunities, as evidenced by the low participation rate in our Gifted and Talented (GT) program, currently at 4.0%. We are actively working to identify and nurture students with advanced learning potential, ensuring that they have access to challenging and enriching educational experiences.

Technology plays a crucial role in our instructional approach, and we are proud of the high participation rates in the State of Texas Assessments of Academic Readiness (STAAR). By integrating technology into our classrooms, we enhance student engagement and learning outcomes, preparing our students for the demands of the modern world. Our commitment to leveraging technology ensures that our students are not only consumers of information but also creators and critical thinkers.

In planning instructional time, we are dedicated to addressing the diverse needs of our students. However, we face challenges such as high class sizes in the 5th grade and a significant percentage of economically disadvantaged students, currently at 68.0%. These factors highlight the need for additional support and resources to ensure that every student receives the attention and assistance they require. We are committed to finding innovative solutions and partnerships to address these challenges, ensuring that all our students have the opportunity to succeed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

1

The campus has a high percentage of students needing specialized instruction (19.4% SPED, 12.9% dyslexia intervention, 7.9% emergent bilingual), but STAAR mastery rates remain low, particularly in science (17%).

Root Cause

Professional development may not fully equip teachers with advanced strategies tailored to diverse learner needs. Instructional time may not be adequately allocated for intervention and enrichment due to class size and scheduling constraints. High student mobility rate (16.9%) disrupts continuity of instruction and intervention.

 = Priority

Perceptions

Summary

- How do students, staff and parents describe our culture and climate?
 - Based on survey data, TMC staff indicate that the campus operates with strong values and encourages new ideas. Employees also noted they feel included at G-PISD and 100% of completed surveys indicate staff believe their administrators care about their concerns and help them learn and grow. Staff would like the district to make better use of their time and improve interdepartmental communication.
 - TMC parents expressed their love and appreciation for the dedicated staff, praising the school's welcoming environment and positive experiences for their children. Some parents noted differences and improvements from when they were students. There is a strong emphasis on feeling safe due to campus security measures and the presence of law enforcement. Improvements were suggested in areas of traffic safety during arrival and dismissal times. Parents also indicated a need for better communication about campus events and student progress.
- Do students, staff and parents feel safe on campus and within the district?
 - Based on survey results, students, staff, and parents noted an increased confidence in overall security measures. However, staff indicated some student discipline issues need better enforcement. Parents suggested improved procedures for ID verification when picking up their student.
- Do we continue to retain high quality and effective teachers?
 - TMC maintains a high retention rate for quality teachers and staff, scoring higher than the district and state averages. Teachers at TMC maintain an average of 10 years working at the district.
- How do parents and families engage in the education of their child?
 - TMC offers various activities to encourage family involvement such as Meet the Teacher, Open House, Wonder Walks, Reading Night, Title I meetings, PTO meetings, TELPAS family night, STAAR family events and more. Additionally, communication methods include Remind, emails, newsletters, and phone calls.
- Do we provide an effective educational experience?
 - Staff at TMC have high academic expectations and encourage students to take ownership of their learning by tracking progress throughout the year. Students have the materials and learning opportunities needed for their success. Enrichment and intervention programs are provided, as needed.

Strengths

At our school, we pride ourselves on operating with strong values that serve as the foundation for our educational environment. Our commitment to fostering an atmosphere that encourages new ideas is evident in the feedback from our staff, who feel empowered to contribute creatively to our community. The sense of inclusion among employees is a testament to our efforts in building a supportive and collaborative workplace. It is particularly gratifying to know that 100% of our staff feel that their administrators are attentive to their concerns and are dedicated to their professional development. We acknowledge the feedback regarding the need for more efficient use of time and improved interdepartmental communication, and we are actively seeking solutions to enhance these areas.

The appreciation expressed by parents for our dedicated staff highlights the welcoming environment we strive to maintain. It is heartening to hear that parents recognize the positive experiences their children have at our school, and we are encouraged by the noted improvements from past generations. Our emphasis on safety is a priority, and the strong sense of security felt by our community is supported by our comprehensive campus security measures and the presence of law enforcement. We are aware of the suggestions for improving traffic safety during arrival and dismissal times and are committed to implementing strategies to address these concerns.

The increased confidence in our security measures among students, staff, and parents is a reflection of our ongoing efforts to ensure a safe learning environment. However, we recognize the need for better enforcement of student discipline issues as indicated by our staff. We are dedicated to addressing these challenges and are working on strategies to enhance our disciplinary processes to maintain a respectful and orderly school atmosphere.

At TMC, we pride ourselves on setting high academic expectations for our students, fostering an environment where they are encouraged to take ownership of their learning journey. Our dedicated staff supports students in tracking their progress throughout

the year, ensuring they are aware of their achievements and areas for growth. We provide students with the necessary materials and learning opportunities to facilitate their success, and we offer enrichment and intervention programs tailored to meet individual needs.

We understand the importance of family involvement in a child's education, and thus, we offer a variety of activities to engage families in the school community. Events such as Meet the Teacher, Open House, Wonder Walks, Reading Night, and Title I meetings are designed to foster a collaborative environment. Additionally, our PTO meetings, TELPAS family night, and STAAR family events provide further opportunities for families to engage with the school. To ensure effective communication, we utilize multiple methods including Remind, emails, newsletters, and phone calls, keeping families informed and connected.

Our commitment to maintaining a high retention rate for quality teachers and staff is evident in our performance, which surpasses district and state averages. The teachers at TMC boast an impressive average of 10 years working within the district, reflecting their dedication and the supportive environment we cultivate. This stability and experience among our staff contribute significantly to the consistent and high-quality education our students receive.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Interdepartmental communication among staff is insufficient.	Absence of structured communication channels and collaboration platforms that facilitate regular and transparent information sharing.
2	Parents experience difficulty with traffic safety during arrival and dismissal times.	Inadequate traffic management plans and insufficient supervision during peak times leading to safety concerns.
3	Staff perceive student discipline issues are not being consistently enforced.	Inconsistent application of discipline policies and potentially unclear expectations or follow-through by staff.
4	Parents express concerns about ID verification procedures during student pick-up.	Current verification protocols are either insufficiently strict or not uniformly enforced, leading to safety concerns.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness

- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data



Priorities

Priority 1 Exceptional Student Performance

Goal 1

1.1 Annually increase performance in READING for all students and all student groups.

Key Strategic Action 1

Implement Amplify Reading Curriculum in grades 1-5 with support to include weekly curriculum planning and internalization through professional learning communities (PLCs).

Strategy's Expected Result/Impact: Increase reading progress for all students. As evidenced by walkthroughs, teachers will adhere to the scope and sequence of instructional delivery with room for differentiate support.

Staff Responsible for Monitoring: Teachers, Principals, Instructional Coach, Academic Interventionists

Formative Reviews

Considerable Progress

January

Considerable Progress

March

June

June

Goal 2

1.2 Annually increase performance in MATH for all students and all student groups.

Key Strategic Action 1

Implement Eureka Math Curriculum in grades 1-5 with support to include weekly curriculum planning and internalization through professional learning communities (PLCs).

Strategy's Expected Result/Impact: Increase math progress for all students. As evidenced by walkthroughs, teachers will adhere to the scope and sequence of instructional delivery with room for differentiate support.

Staff Responsible for Monitoring: Teachers, Principals, Instructional Coach, Academic Interventionists

Formative Reviews

Considerable Progress

Considerable Progress

Goal 3  **HB3 Priority**

1.3 Annually increase performance in COLLEGE, CAREER and MILITARY READINESS (CCMR) for all students and all student groups.

Evaluation Data Source: TAPR CCMR percentages

Key Strategic Action 1

* Career and Technical Education: The campus will continue to offer real-world experience connections. Implementation of S.T.E.A.M. classes will be embedded in our master schedule. The campus will offer Career and Technical Education Fairs, tours of middle school and high school CTE programs, IHE parent engagement opportunities, and informative parent meetings.

Strategy's Expected Result/Impact: The expected impact is that parents and students will be more informed about CTE programs offered in GPISD and will be able to make informed decisions in middle school and high school about career pathways.

Staff Responsible for Monitoring: Teachers, Principals, Instructional Coach, Counselor

Formative Reviews

Some Progress

January

Moderate Progress

March

June

June

Key Strategic Action 2

* College, Career and Military Readiness: Campus administration will provide students and parents with activities and information about post-secondary readiness, career education, military requirements, and college readiness. Additional support will be provided to upcoming 6th graders while in 5th grade to ensure strong planning for future endeavors.

Staff Responsible for Monitoring: Teachers, Principals, Instructional Coach, Counselor

Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June

Goal 4

1.4 Annually increase student engagement for all students and all student groups.

Key Strategic Action 1

* Instruction: The campus will provide TEKS based, evidence-based, instructional resources, instructional planning, professional development, and instructional technology across all subject areas. Instructional staff will implement Engaging Experiences (glow room, escape rooms, STAAR Power Up, etc.) for students to include, but not limited to Lead4ward, Kagan structures, best practices. Focused support will be provided for the implementation of the new science TEKS. Additionally, the campus will purchase instructional resources and computer programs, such as, but not limited to Forde-Ferrier workbooks, Think it Up, Progress Learning, Lift Off, etc.

Strategy's Expected Result/Impact: Increase student growth. Instructional resources will meet High Quality Instructional Material (HQIM) criteria as defined by TEA.

Staff Responsible for Monitoring: Teachers, Principals, Instructional Coach, Academic Interventionists

Formative Reviews

Considerable Progress

January

Moderate Progress

March

June

June

Key Strategic Action 2

* Increasing Attendance, Drop-Out Prevention: The campus will monitor attendance to provide intervention, supports and a plan for the school year.

Strategy's Expected Result/Impact: Increase student attendance to meet campus goal of 95%.

Staff Responsible for Monitoring: Teachers, Principals, Instructional Coach, Counselor, PEIMS

Formative Reviews

Moderate Progress

January

Moderate Progress

March

June

June

Key Strategic Action 3

* Progress Monitoring: Teachers will monitor student progress through regular universal screeners for reading while utilizing data to guide instruction. Develop and implement an aligned district assessment calendar to monitor the academic progress of all students and student groups for grades PreK-12. As part of this action, campus instructional leaders will develop a clearly-defined data-driven instructional protocol to utilize formative assessment results to support tiered instruction for all students and student groups.

Strategy's Expected Result/Impact: The collaborative goal setting and development of plans for students will result in student growth for all students.

Staff Responsible for Monitoring: Teachers, Principals, Instructional Coach, Academic Interventionists

Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June

Key Strategic Action 4 Results Driven Accountability

* Multi-Tiered System of Support: Strengthen Tier I instruction and streamline Tier II and Tier III supports by making adjustments to the district's multi-tiered support systems (MTSS) model. The campus will utilize a W.I.N. (What I Need) framework embedded and implemented in the master schedule.

Strategy's Expected Result/Impact: The collaborative goal setting and development of plans for students will result in student growth for all students.

Staff Responsible for Monitoring: Teachers, Principals, Instructional Coach, Academic Interventionists, Counselor

Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June

Key Strategic Action 5

* Accelerated Instruction for At-Risk Students: Accelerated instruction will be provided for all students not meeting the minimum standard on state assessments. These supplemental instructional opportunities can be provided by enrichment classes and other methods during the school year and/or during summer school programs.

Strategy's Expected Result/Impact: Targeted instruction will increase student progress towards grade level instruction.

Staff Responsible for Monitoring: Teachers, Principals, Instructional Coach, Academic Interventionists

Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June

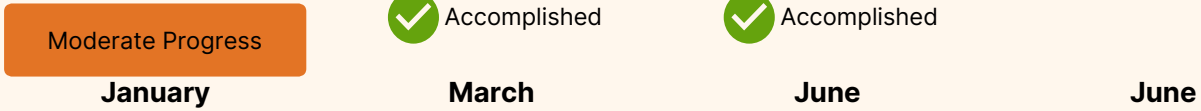
Key Strategic Action 6 Results Driven Accountability

* Emergent Bilingual Support: The campus will focus on the development of academic language proficiency level descriptions for listening, speaking, reading and writing. Additionally, a TELPAS "blitz" framework will be implemented into schedules to provide the English Language Proficiency Standards (ELPS). Additionally, a campus TELPAS night will be offered for families of participating students.

Strategy's Expected Result/Impact: Targeted instruction will increase student progress towards the English language proficiency.

Staff Responsible for Monitoring: Teachers, Principals, Instructional Coach, Academic Interventionists, LPAC Coordinator

Formative Reviews



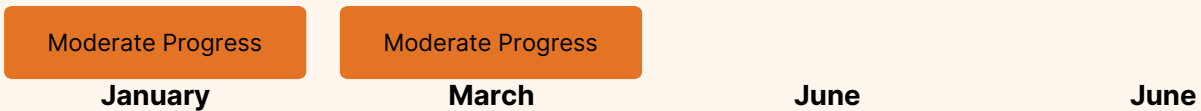
Key Strategic Action 7

* Special Education Services: The campus will focus on purposeful instructional planning to enhance content knowledge of special education teachers for increased academic achievement of students receiving services as identified through the ARD process and documented in their IEP. The campus will follow the district's established procedures for child find, referrals and evaluations. Additionally, a campus Special Education night will be offered for families of participating students.

Strategy's Expected Result/Impact: Decrease the number of students receiving special education services.

Staff Responsible for Monitoring: Teachers, Principals, Instructional Coach, Academic Interventionists, Diagnostician

Formative Reviews



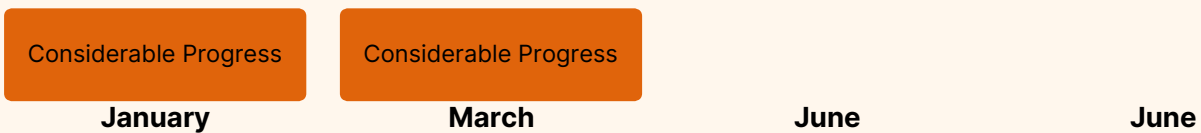
Key Strategic Action 8

* Dyslexia Services: Students with dyslexia will be identified and evaluated in a timely manner. Accommodations and systematic instruction aligned to the requirements of the Texas Dyslexia Handbook will be provided.

Strategy's Expected Result/Impact: Students will exit the Dyslexia program with the knowledge and coping skills for successful reading comprehension.

Staff Responsible for Monitoring: Principals, teachers, instructional coach, academic interventionists

Formative Reviews



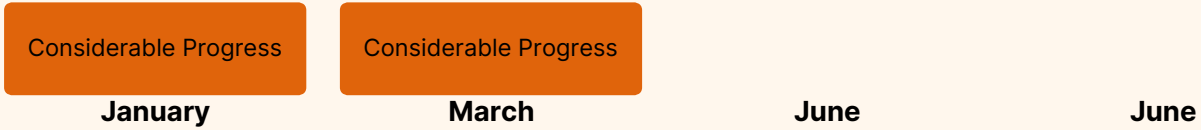
Key Strategic Action 9

* 504 Services: Campus administrators will ensure documentation of student accommodations based on evaluations/data and aligned directly to the student's disability. Teachers will access their student's 504 plans and consistently provide the agreed upon accommodations to ensure ADA compliance for all students with disabilities. The campus will follow the district's established procedures for child find, referrals and evaluations.

Strategy's Expected Result/Impact: 100% of students receiving 504 services will have access to accommodations and annual reviews.

Staff Responsible for Monitoring: Teachers, Principals, Instructional Coach, Academic Interventionists, 504 Coordinator

Formative Reviews



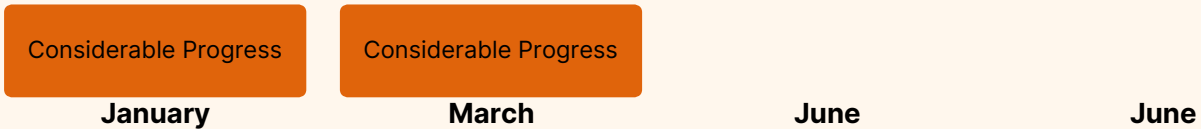
Key Strategic Action 10

* Gifted and Talented: Teachers of G/T students will receive the appropriate amount of professional development (30 hours initial training, 6-hour annual update). The campus will adhere to the district established guidelines for GT nominations, screening, selection and placement.

Strategy's Expected Result/Impact: All teachers will receive required training as necessary.

Staff Responsible for Monitoring: Teachers

Formative Reviews



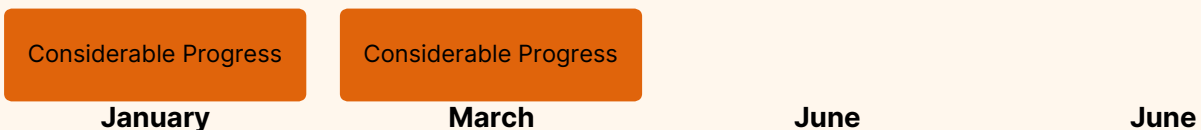
Key Strategic Action 11

* Homelessness and Foster Care: The campus will work with the district liaison will ensure students identified for either of these programs, have access to free lunch, transportation services and supplemental resources as needed.

Strategy's Expected Result/Impact: 100% of identified students will have access to resources as needed.

Staff Responsible for Monitoring: Counselor

Formative Reviews




Key Strategic Action 12

* Pregnancy Related Services: Support services will be provided to pregnant and parenting students in their completion of requirements needed for graduation while learning to manage the responsibilities of parenthood


Strategy's Expected Result/Impact: Policy in place, if needed.

Staff Responsible for Monitoring: Nurse, Counselor


Formative Reviews

 Accomplished

January

 Accomplished

March

 Accomplished

June

June

Goal 5

1.5 - Annually increase the percentage of students who feel safe at school.

Key Strategic Action 1

* Early Intervention: The campus will provide a comprehensive school counseling program and guidance services to support identified student needs regarding early mental health intervention, suicide prevention, dating violence, conflict resolution, use of tobacco, and drug/violence prevention/intervention. The campus will integrate best practices on positive behavior interventions and support, grief-informed and trauma-informed care.

Strategy's Expected Result/Impact: Positive behavior supports and intervention will be utilized on an as needed basis.

Staff Responsible for Monitoring: Counselor, Teachers

Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June

Key Strategic Action 2

* Anti-Bullying: The campus will ensure that the discipline management program provides for prevention, intervention, and education concerning unwanted physical and/or verbal aggression, sexual harassment, cyber-bullying, bullying harassment on campus, school grounds, and in school vehicles.

Strategy's Expected Result/Impact: Campus will adhere to policy.

Staff Responsible for Monitoring: Teachers, Principals, Counselor

Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June

Priority 2 High Performing and Engaged Workforce

Goal 1

2.1 Annually increase the percentage of staff satisfaction.

Key Strategic Action 1

*Professional Development: The campus will provide professional development for teachers, administrators, paraprofessionals, and other staff as needed. Title I Instructional Coach will provide instructional strategies and coaching to instructional staff based on data. A professional development plan will be annually designed to encompass required trainings and district prioritized trainings to increase student achievement such as, but not limited to: TTESS, TPESS, TAPESS, new employee induction, campus leadership training, professional leadership coaching, department training, paraprofessional training, teacher training, and content specific training.

Strategy's Expected Result/Impact: Instructional staff will have an increased opportunity to collaborate to increase student engagement and academic performance.

Staff Responsible for Monitoring: Teachers, Principals, Instructional Coach

Formative Reviews



Accomplished

January



Accomplished

March



Accomplished

June

June

Goal 2

2.2 Annually increase the retention rate of highly effective faculty and staff.

Key Strategic Action 1

* Attract/Retain Staff: The campus will hire high quality staff, highly qualified paraprofessionals and increase retention rates by offering meaningful and purposeful professional development. The district will utilize the Teacher Incentive Allotment program to identify and designate outstanding teachers based on student growth and classroom observation.

Strategy's Expected Result/Impact: Ensure all classroom positions are filled based on student needs in a timely manner.

Staff Responsible for Monitoring: Principals

Formative Reviews

Considerable Progress

January

Considerable Progress

March

June

June

Key Strategic Action 2

Provide consistent feedback to teachers through a common walkthrough tool with emphasis on the improvement of teaching and learning, monitoring instructional delivery and the provision of collaboration and feedback for improvement.

Strategy's Expected Result/Impact: Campus administration will complete required number of walk-throughs to enhance student instruction.

Formative Reviews

Considerable Progress

January



Accomplished

March



Accomplished

June

June

Priority 3 Quality Service and Impactful Community Engagement

Goal 1

3.1 Annually increase the percentage of student satisfaction.

Key Strategic Action 1

* Successful Transitions: The campus will provide academic counseling support services to elementary students transitioning to the secondary campuses.

Strategy's Expected Result/Impact: Campus will publish a calendar of events to support milestone events.

Staff Responsible for Monitoring: Counselor, Principals

Formative Reviews

Some Progress

January

Moderate Progress

March

June

June

Key Strategic Action 2

Develop opportunities for engagement and use Skyward to track student engagement in co-curricular and extra-curricular clubs, sports, and school-sponsored activities to establish a baseline for goal-setting.

Strategy's Expected Result/Impact: Students will have access to club opportunities for respective grade levels.

Staff Responsible for Monitoring: Club/Sponsor Teachers, PEIMS, Principals

Formative Reviews

Some Progress

January

Considerable Progress

March

June

June

Goal 2

3.2 Annually increase the percentage of parent/family satisfaction and engagement.

Key Strategic Action 1

* Communicating Student Achievement to Parents: The campus will provide consistent, timely, and accurate communication to parents on individual student achievement data through a variety of methods such as, but not limited to student work samples, progress report updates, report cards, parent-teacher conferences, phone calls, etc.

Strategy's Expected Result/Impact: Campus will provide a monthly calendar of events.

Staff Responsible for Monitoring: Principals

Formative Reviews

Considerable Progress

January

Considerable Progress

March

June

June

Key Strategic Action 2

* Title I: Title I campuses will conduct an annual meeting to review and revise the written Parental and Family Engagement Plan. The plan is developed jointly with, agreed upon by, and distributed to, parents of participating students.

Strategy's Expected Result/Impact: Parent and family engagement plan on file.

Staff Responsible for Monitoring: Principals

Formative Reviews

Considerable Progress

January



Accomplished

March

June

June

Goal 3

3.3 Annually increase the percentage of community satisfaction and engagement.

Key Strategic Action 1

* Public Meeting: The campus holds an annual public meeting upon receipt of district/campus ratings from the Texas Education Agency regarding performance and the campus improvement plan.

Strategy's Expected Result/Impact: TAPR report available online.

Staff Responsible for Monitoring: Principal

Formative Reviews

Some Progress

January

Considerable Progress

March

June

June

Priority 4 Efficient and Effective District and Campus Operations

Goal 1

4.1 Annually improve operational processes.

Key Strategic Action 1

*The campus will continue long-range planning with the use of demographic data/surveys, campus-wide facility condition assessments, capacity and utilization analytics, financial forecasting, educational planning and stakeholder input to ensure that capital outlay maintenance/replacement needs, technology obsolescence/replacement needs, bond completion, future bond planning, building/grounds maintenance, and other considerations for current operations and future growth are effective and efficient.

Strategy's Expected Result/Impact: Campus administration to participate as requested by the district.

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June

Goal 2

4.2 Maintain fiscal, viability, stewardship, and improve staff knowledge of sustainable budgeting processes.

Key Strategic Action 1

* Fiscal Compliance: To increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the campus will communicate with the district during the budgeting process to coordinate federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources. The campus will receive ongoing support regarding fiscal policies and procedures.

Strategy's Expected Result/Impact: Campus budget CNA and CIP completed in a timely manner.

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June

Key Strategic Action 2

*Title I: The Title I, Part A school wide program is designed to provide supplemental instructional supports to campuses, with a population that contains 40% or higher of low-income students, to increase academic achievement. The basis for eligibility is indicated on the ESSA Consolidated Federal Grant Application and campuses are served in rank order, with per pupil allocations tiered, based on need of services.

Strategy's Expected Result/Impact: Title I Part A compliance report will be submitted with all requirements meeting compliance.

Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June

Goal 3

4.3 Ensure strategic alignment of resources.

Key Strategic Action 1

* Goal Setting (CNA/CIP/DIP): The campus has an established site-based decision making committee that focuses on the district improvement planning process, and carries out responsibilities such as, but not limited to, district of innovation plans, the campus calendar of events, professional development plans, budgets, compliance documents, waivers, accountability requirements, drop-out and attendance rates, Federal/state requirements, etc.

Strategy's Expected Result/Impact: The campus SBDM meets regularly to ensure compliance of all Federal and state requirements.

Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June

Key Strategic Action 2

* Technology: The campus will provide innovative practices such as blended learning, to enhance digital citizenship, implement technology and digital learning lessons while delivering instruction. The campus provides access to technology (hardware and software) for the

purposes of teaching and learning for students and staff.

Strategy's Expected Result/Impact: Needs are documented in the comprehensive needs assessment and communicated to technology in a timely manner.

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June

Goal 4

4.4 Annually improve safety and security.

Key Strategic Action 1

* Student Safety: The campus will utilize communication channels with area emergency operations departments, provide training, manage security coverage, update the Emergency Operations Plans and specialized Emergency Action Plans, and conduct safety/security audits and ensure compliance with safety standards. Equipment, hardware and software updates will be acquired as needed to enhance campus and district security measures. Campuses will conduct safety drills, exterior door audits, require visitors to use the RAPTOR system, use random metal detector checks, security cameras, ensure perimeter doors are locked and other precautions, as necessary.

Strategy's Expected Result/Impact: Campus to adhere to policy.

Staff Responsible for Monitoring: Principals

Formative Reviews

Moderate Progress

January

✓ Accomplished

March

✓ Accomplished

June

June

Key Strategic Action 2

* Addressing Abuse: The campus will adhere to the district policy addressing sexual abuse, sex trafficking, and other maltreatment of children which includes methods for staff, student and parent awareness including prevention techniques and warning signs of victims, actions for the safety and counseling of the victims and DFPS reporting by staff and administrators.

Strategy's Expected Result/Impact: Campus to adhere to policy.

Staff Responsible for Monitoring: Counselor, Principals

Formative Reviews

Moderate Progress

January

Considerable Progress

March

June

June



State Compensatory Education

State Compensatory

Budget for Clark Elementary

Total SCE Funds: \$1.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

BELIEFS



MISSION: The mission of G-PISD is to educate, inspire, and empower our students to succeed in life and become the next generation of leaders.

In G-PISD, WE BELIEVE our

Students

are leaders and critical thinkers who embrace diversity and pursue excellence in all endeavors.

Parents and Families

are true partners, have a voice, and have high expectations.

Faculty and Staff

build inclusive relationships and maximize student success with integrity, compassion, and talent.

Principals and Campus Leadership

are courageous leaders who show grace, empower others, embrace diversity, and cultivate G-P pride.

Superintendent and Central Office

advance our vision with intention, collaboration, and purpose driven leadership.

Board of Trustees

are strategic, collaborative leaders who model good governance and empower and inspire others to serve the G-P community.

g-pisd.org

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Educate.
Inspire.
EMPOWER!

2021-2025



Balanced Scorecard (BSC)

MISSION: The mission of G-PISD is to educate, inspire, and empower our students to succeed in life and become the next generation of leaders.

PRIORITY 1

Exceptional Student Performance

- 1.1 Annually increase performance in reading for all students and all student groups
- 1.2 Annually increase performance in math for all students and all student groups
- 1.3 Annually increase performance in college, career and military readiness for all students and all student groups
- 1.4 Annually increase student engagement for all students and all student groups
- 1.5 Annually increase percentage of students who feel safe at school

PRIORITY 2

High Performing and Engaged Workforce

- 2.1 Annually increase the percentage of staff satisfaction
- 2.2 Annually increase the retention rate of highly effective faculty and staff

PRIORITY 3

Quality Service and Impactful Community Engagement

- 3.1 Annually increase the percentage of student satisfaction
- 3.2 Annually increase the percentage of parent/family satisfaction and engagement
- 3.3 Annually increase the percentage of community satisfaction and engagement

PRIORITY 4

Efficient and Effective District and Campus Operations

- 4.1 Annually improve operational processes
- 4.2 Maintain fiscal viability, stewardship, and improve staff knowledge of sustainable budgeting processes
- 4.3 Ensure strategic alignment of resources
- 4.4 Annually improve safety and security

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Educate.
Inspire.
EMPOWER!

Gregory Portland ISD

Policies, Procedures and Requirements for the District Improvement Plan

1. Bullying Prevention – [FFI](#)
Person Responsible:
Review Date:
2. Child Abuse and Neglect – [FFG](#)
Person Responsible:
Review Date:
3. Coordinated Health Program – [EHAA](#)
Person Responsible:
Review Date:
4. Decision-Making and Planning Evaluation – [BQ](#), [BQB](#), [BQA](#)
Person Responsible:
Review Date:
5. Disciplinary Alternative Education Program (DAEP) – [FOCA](#), [FOC](#), [FO](#), [FOE](#), [BQ](#), [FFB](#), [FOA](#), [FODA](#),
[GRAA](#), [FNCC](#), [FOF](#), [FEA](#), [AIB](#), [EHBC](#)
Person Responsible:
Review Date:
6. Dropout Prevention – [FFB](#), [EHBC](#)
Person Responsible:
Review Date:
7. Dyslexia Treatment Program – [BQ](#), [EHB](#), [EHBC](#)
Person Responsible:
Review Date:
8. Title I, Part C Migrant – **Priority for Services Plan**, [EHBA](#)
Person Responsible:
Review Date:
9. Pregnancy Related Services - [FNE](#)
Person Responsible:
Review Date:

10. Post-Secondary Preparedness – [EEL](#), [EHBF](#), [EHDD](#), [FFEA](#), [FEA](#), [EHAD](#), [FFC](#)
Person Responsible:
Review Date:
11. Recruiting Teachers and Paraprofessionals – [FFBA](#), [DMA](#), [EA](#), [DEA](#), [DC](#), [AE](#)
Person Responsible:
Review Date
12. Student Welfare: Crisis Intervention Programs and Training – [FFBA](#), [FFB](#), [CKE](#)
Person Responsible:
Review Date:
13. Student Welfare: Discipline/Conflict/Violence Management – [FFEB](#), [FFB](#), [DMA](#), [EHAA](#), [BQ](#), [FFEA](#),
[CKC](#), [EHBCA](#), [FOCA](#), [AIB](#), [FFH](#), [FFI](#)
Person Responsible:
Review Date:
14. **Texas Behavior Support Initiative (TBSI)** –
Person Responsible:
Review Date:
15. Technology Integration – **eRate Plan**, [BQ](#), [DMA](#), [EHAB](#), [EHBC](#), [EHAA](#), [EHAC](#), [CKC](#), [EHBD](#)
Person Responsible:
Review Date:
16. Job Description for Peace Officers, Resource Officers & Security Personnel – [CKE](#)
Person Responsible:
Review Date:

2022-23 Texas Academic Performance Report (TAPR)

District Name: GREGORY-PORTLAND ISD

Campus Name: CLARK EL

Campus Number: 205902102

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Texas Education Agency
2022-23 STAAR Performance (TAPR)
 CLARK EL (205902102) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	School Year	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	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	83%	91%	*	89%	93%	-	*	-	*	75%	*	92%	87%	89%	100%
	2022	76%	82%	82%	-	74%	96%	-	*	-	*	69%	*	83%	78%	76%	29%
At Meets Grade Level or Above	2023	50%	57%	60%	*	62%	53%	-	*	-	*	38%	*	62%	57%	58%	86%
	2022	51%	54%	60%	-	51%	74%	-	*	-	*	38%	*	61%	56%	51%	29%
At Masters Grade Level	2023	20%	25%	22%	*	17%	23%	-	*	-	*	8%	*	23%	17%	18%	29%
	2022	30%	31%	37%	-	32%	41%	-	*	-	*	23%	*	38%	33%	33%	29%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	81%	84%	*	86%	80%	-	*	-	*	71%	*	85%	83%	82%	86%
	2022	71%	80%	90%	-	85%	100%	-	*	-	*	69%	*	94%	78%	87%	71%
At Meets Grade Level or Above	2023	45%	60%	57%	*	56%	57%	-	*	-	*	33%	*	55%	65%	55%	57%
	2022	43%	47%	60%	-	55%	67%	-	*	-	*	46%	*	59%	61%	53%	29%
At Masters Grade Level	2023	19%	27%	27%	*	27%	23%	-	*	-	*	13%	*	26%	30%	27%	43%
	2022	21%	23%	32%	-	26%	37%	-	*	-	*	31%	*	34%	22%	24%	14%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	83%	85%	*	81%	96%	-	-	-	*	81%	*	83%	90%	76%	29%
	2022	77%	84%	88%	-	92%	80%	-	*	-	*	50%	*	90%	79%	89%	*
At Meets Grade Level or Above	2023	48%	52%	47%	*	40%	63%	-	-	-	*	31%	*	53%	34%	33%	14%
	2022	54%	61%	60%	-	60%	57%	-	*	-	*	30%	*	57%	68%	61%	*
At Masters Grade Level	2023	22%	24%	25%	*	21%	33%	-	-	-	*	25%	*	27%	21%	18%	0%
	2022	28%	33%	30%	-	25%	37%	-	*	-	*	20%	*	33%	21%	24%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	78%	81%	*	76%	93%	-	-	-	*	65%	*	83%	76%	70%	43%
	2022	70%	77%	81%	-	79%	83%	-	*	-	*	50%	*	84%	74%	78%	*
At Meets Grade Level or Above	2023	48%	54%	51%	*	42%	70%	-	-	-	*	41%	*	52%	48%	36%	14%
	2022	43%	51%	51%	-	46%	57%	-	*	-	*	20%	*	52%	47%	44%	*
At Masters Grade Level	2023	22%	26%	26%	*	19%	41%	-	-	-	*	41%	*	27%	24%	18%	14%
	2022	23%	29%	33%	-	25%	43%	-	*	-	*	10%	*	34%	26%	28%	*
Grade 5 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 CLARK EL (205902102) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

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At Approaches Grade Level or Above	2023	81%	88%	93%	*	92%	93%	-	*	-	*	73%	*	95%	84%	91%	100%
	2022	81%	83%	92%	*	94%	88%	*	*	-	*	73%	*	95%	83%	91%	100%
At Meets Grade Level or Above	2023	57%	68%	75%	*	73%	79%	-	*	-	*	36%	*	82%	53%	73%	100%
	2022	58%	58%	67%	*	65%	69%	*	*	-	*	36%	*	72%	54%	64%	80%
At Masters Grade Level	2023	28%	30%	37%	*	37%	32%	-	*	-	*	0%	*	37%	37%	34%	80%
	2022	36%	40%	43%	*	40%	53%	*	*	-	*	27%	*	42%	46%	34%	60%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	88%	90%	*	90%	90%	-	*	-	*	58%	*	97%	70%	89%	100%
	2022	77%	83%	86%	*	81%	94%	*	*	-	*	64%	*	92%	71%	83%	100%
At Meets Grade Level or Above	2023	51%	62%	68%	*	63%	76%	-	*	-	*	25%	*	74%	50%	61%	80%
	2022	48%	53%	60%	*	48%	72%	*	*	-	*	27%	*	63%	54%	57%	70%
At Masters Grade Level	2023	21%	29%	33%	*	31%	31%	-	*	-	*	0%	*	34%	30%	30%	60%
	2022	25%	27%	30%	*	17%	47%	*	*	-	*	18%	*	31%	25%	22%	30%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	77%	86%	*	83%	93%	-	*	-	*	64%	*	94%	61%	81%	100%
	2022	66%	70%	70%	*	64%	78%	*	*	-	*	27%	*	70%	71%	67%	70%
At Meets Grade Level or Above	2023	36%	46%	56%	*	50%	64%	-	*	-	*	18%	*	61%	39%	53%	80%
	2022	38%	43%	40%	*	23%	59%	*	*	-	*	0%	*	44%	29%	33%	40%
At Masters Grade Level	2023	16%	20%	29%	*	23%	36%	-	*	-	*	0%	*	31%	22%	21%	20%
	2022	18%	20%	20%	*	13%	28%	*	*	-	*	0%	*	17%	25%	16%	20%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	82%	87%	67%	85%	91%	-	100%	-	100%	70%	82%	90%	80%	82%	77%
	2022	74%	77%	84%	78%	81%	88%	83%	100%	-	100%	58%	100%	87%	76%	82%	81%
At Meets Grade Level or Above	2023	49%	55%	59%	22%	55%	66%	-	100%	-	100%	33%	59%	62%	49%	52%	58%
	2022	48%	50%	57%	44%	50%	65%	83%	100%	-	100%	29%	92%	59%	52%	52%	56%
At Masters Grade Level	2023	20%	23%	28%	22%	24%	31%	-	100%	-	71%	14%	32%	29%	25%	24%	33%
	2022	23%	25%	32%	22%	26%	41%	33%	50%	-	57%	19%	50%	33%	29%	26%	31%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	89%	*	87%	94%	-	*	-	*	76%	89%	90%	87%	85%	74%
	2022	75%	78%	87%	*	86%	88%	*	*	-	*	65%	100%	89%	80%	86%	76%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 CLARK EL (205902102) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	School Year	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	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	59%	60%	*	58%	65%	-	*	-	*	35%	56%	65%	46%	54%	63%
	2022	53%	55%	62%	*	58%	66%	*	*	-	*	35%	80%	63%	59%	59%	67%
At Masters Grade Level	2023	20%	22%	28%	*	24%	29%	-	*	-	*	12%	22%	29%	24%	23%	32%
	2022	25%	26%	37%	*	32%	44%	*	*	-	*	24%	40%	38%	34%	31%	38%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	85%	*	84%	87%	-	*	-	*	66%	78%	88%	76%	80%	74%
	2022	72%	76%	86%	*	82%	92%	*	*	-	*	62%	100%	90%	74%	83%	90%
At Meets Grade Level or Above	2023	45%	52%	58%	*	53%	67%	-	*	-	*	34%	67%	60%	54%	50%	47%
	2022	42%	45%	57%	*	50%	65%	*	*	-	*	32%	100%	58%	54%	51%	52%
At Masters Grade Level	2023	19%	23%	29%	*	25%	31%	-	*	-	*	19%	33%	29%	28%	25%	37%
	2022	20%	23%	31%	*	23%	43%	*	*	-	*	21%	80%	33%	25%	25%	29%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	83%	86%	*	83%	93%	-	*	-	*	64%	*	94%	61%	81%	100%
	2022	76%	75%	70%	*	64%	78%	*	*	-	*	27%	*	70%	71%	67%	70%
At Meets Grade Level or Above	2023	47%	53%	56%	*	50%	64%	-	*	-	*	18%	*	61%	39%	53%	80%
	2022	47%	48%	40%	*	23%	59%	*	*	-	*	0%	*	44%	29%	33%	40%
At Masters Grade Level	2023	18%	21%	29%	*	23%	36%	-	*	-	*	0%	*	31%	22%	21%	20%
	2022	21%	19%	20%	*	13%	28%	*	*	-	*	0%	*	17%	25%	16%	20%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	49%	47%	*	48%	40%	-	*	-	*	29%	*	45%	52%	44%	57%
	2022	36%	38%	49%	-	40%	63%	-	*	-	*	31%	*	48%	50%	40%	29%
Reading and Mathematics Including EOC	2023	37%	49%	47%	*	48%	40%	-	*	-	*	29%	*	45%	52%	44%	57%
	2022	36%	38%	49%	-	40%	63%	-	*	-	*	31%	*	48%	50%	40%	29%
Reading Including EOC	2023	50%	57%	60%	*	62%	53%	-	*	-	*	38%	*	62%	57%	58%	86%
	2022	51%	54%	60%	-	51%	74%	-	*	-	*	38%	*	61%	56%	51%	29%
Math Including EOC	2023	45%	60%	57%	*	56%	57%	-	*	-	*	33%	*	55%	65%	55%	57%
	2022	43%	47%	60%	-	55%	67%	-	*	-	*	46%	*	59%	61%	53%	29%
4th Graders																	
Reading and Mathematics	2023	38%	42%	36%	*	28%	56%	-	-	-	*	31%	*	41%	28%	22%	14%
	2022	36%	43%	41%	-	40%	40%	-	*	-	*	10%	*	39%	47%	39%	*

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 CLARK EL (205902102) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	School Year	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	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	42%	36%	*	28%	56%	-	-	-	*	31%	*	41%	28%	22%	14%
	2022	36%	43%	41%	-	40%	40%	-	*	-	*	10%	*	39%	47%	39%	*
Reading Including EOC	2023	48%	52%	47%	*	40%	63%	-	-	-	*	31%	*	53%	34%	33%	14%
	2022	54%	61%	60%	-	60%	57%	-	*	-	*	30%	*	57%	68%	61%	*
Math Including EOC	2023	48%	54%	51%	*	42%	70%	-	-	-	*	41%	*	52%	48%	36%	14%
	2022	43%	52%	51%	-	46%	57%	-	*	-	*	20%	*	52%	47%	44%	*
5th Graders																	
Reading and Mathematics	2023	43%	54%	63%	*	58%	68%	-	*	-	*	18%	*	67%	47%	55%	80%
	2022	41%	43%	51%	*	40%	63%	*	*	-	*	18%	*	53%	46%	45%	60%
Reading and Mathematics Including EOC	2023	43%	54%	63%	*	58%	68%	-	*	-	*	18%	*	67%	47%	55%	80%
	2022	41%	43%	51%	*	40%	63%	*	*	-	*	18%	*	53%	46%	45%	60%
Reading Including EOC	2023	57%	68%	75%	*	73%	79%	-	*	-	*	36%	*	82%	53%	73%	100%
	2022	58%	58%	67%	*	65%	69%	*	*	-	*	36%	*	72%	54%	64%	80%
Math Including EOC	2023	51%	62%	68%	*	63%	76%	-	*	-	*	25%	*	74%	50%	61%	80%
	2022	48%	53%	60%	*	48%	72%	*	*	-	*	27%	*	63%	54%	57%	70%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	46%	48%	*	44%	54%	-	*	-	*	27%	44%	51%	41%	40%	47%
	2022	34%	37%	47%	*	40%	55%	*	*	-	*	21%	80%	47%	48%	41%	48%
Reading and Mathematics Including EOC	2023	39%	48%	48%	*	44%	54%	-	*	-	*	27%	44%	51%	41%	40%	47%
	2022	36%	39%	47%	*	40%	55%	*	*	-	*	21%	80%	47%	48%	41%	48%
Reading Including EOC	2023	53%	60%	60%	*	58%	65%	-	*	-	*	35%	56%	65%	46%	54%	63%
	2022	53%	55%	62%	*	58%	66%	*	*	-	*	35%	80%	63%	59%	59%	67%
Math Including EOC	2023	47%	57%	58%	*	53%	67%	-	*	-	*	34%	67%	60%	54%	50%	47%
	2022	43%	47%	57%	*	50%	65%	*	*	-	*	32%	100%	58%	54%	51%	52%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)
 CLARK EL (205902102) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	School Year	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	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	58%	55%	*	48%	67%	-	-	-	*	53%	*	57%	50%	48%	29%
Grade 4 Mathematics	2023	63%	65%	54%	*	45%	70%	-	-	-	*	53%	*	51%	60%	44%	36%
Grade 5 ELA/Reading	2023	65%	71%	82%	*	83%	77%	-	*	-	*	55%	*	80%	88%	85%	100%
Grade 5 Mathematics	2023	71%	77%	84%	*	84%	82%	-	*	-	*	59%	*	84%	85%	81%	90%
All Grades Both Subjects	2023	64%	68%	68%	*	64%	74%	-	*	-	*	55%	64%	68%	68%	63%	58%
All Grades ELA/Reading	2023	63%	66%	68%	*	64%	72%	-	*	-	*	54%	64%	69%	66%	65%	58%
All Grades Mathematics	2023	66%	70%	68%	*	63%	76%	-	*	-	*	55%	64%	67%	71%	61%	58%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	46%	31%	-	20%	*	-	-	-	-	*	*	30%	*	27%	0%
Grade 4 Mathematics	2023	27%	28%	11%	-	0%	*	-	-	-	-	17%	-	20%	*	13%	*
Grade 5 ELA/Reading	2023	37%	46%	71%	*	71%	67%	-	-	-	-	63%	*	67%	75%	67%	-
Grade 5 Mathematics	2023	48%	58%	67%	*	64%	*	-	-	-	-	50%	*	88%	43%	50%	-
All Grades Both Subjects	2023	38%	43%	49%	*	39%	69%	-	-	-	-	46%	*	52%	45%	39%	0%
All Grades ELA/Reading	2023	35%	42%	52%	*	41%	67%	-	-	-	-	58%	*	44%	64%	45%	0%
All Grades Mathematics	2023	40%	44%	46%	*	37%	*	-	-	-	-	33%	*	62%	27%	31%	*

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 CLARK EL (205902102) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	82%	87%	-	-	-	-	-	-	67%	67%	-	-	100%	88%	76%	78%
	2022	74%	77%	84%	-	-	-	-	-	-	74%	74%	-	-	*	84%	76%	93%
At Meets Grade Level or Above	2023	49%	55%	59%	-	-	-	-	-	-	42%	42%	-	-	90%	59%	56%	67%
	2022	48%	50%	57%	-	-	-	-	-	-	49%	49%	-	-	*	57%	49%	73%
At Masters Grade Level	2023	20%	23%	28%	-	-	-	-	-	-	21%	21%	-	-	50%	28%	29%	44%
	2022	23%	25%	32%	-	-	-	-	-	-	23%	23%	-	-	*	32%	22%	53%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	89%	-	-	-	-	-	-	64%	64%	-	-	*	91%	73%	*
	2022	75%	78%	87%	-	-	-	-	-	-	71%	71%	-	-	*	88%	73%	83%
At Meets Grade Level or Above	2023	53%	59%	60%	-	-	-	-	-	-	45%	45%	-	-	*	60%	60%	*
	2022	53%	55%	62%	-	-	-	-	-	-	57%	57%	-	-	*	62%	60%	83%
At Masters Grade Level	2023	20%	22%	28%	-	-	-	-	-	-	18%	18%	-	-	*	27%	27%	*
	2022	25%	26%	37%	-	-	-	-	-	-	29%	29%	-	-	*	37%	27%	67%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	80%	85%	-	-	-	-	-	-	64%	64%	-	-	*	86%	73%	*
	2022	72%	76%	86%	-	-	-	-	-	-	86%	86%	-	-	*	86%	87%	100%
At Meets Grade Level or Above	2023	45%	52%	58%	-	-	-	-	-	-	27%	27%	-	-	*	59%	47%	*
	2022	42%	45%	57%	-	-	-	-	-	-	50%	50%	-	-	*	58%	47%	67%
At Masters Grade Level	2023	19%	23%	29%	-	-	-	-	-	-	18%	18%	-	-	*	28%	33%	*
	2022	20%	23%	31%	-	-	-	-	-	-	21%	21%	-	-	*	31%	20%	50%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	83%	86%	-	-	-	-	-	-	*	*	-	-	*	85%	*	*
	2022	76%	75%	70%	-	-	-	-	-	-	57%	57%	-	-	-	70%	57%	*
At Meets Grade Level or Above	2023	47%	53%	56%	-	-	-	-	-	-	*	*	-	-	*	55%	*	*
	2022	47%	48%	40%	-	-	-	-	-	-	29%	29%	-	-	-	40%	29%	*
At Masters Grade Level	2023	18%	21%	29%	-	-	-	-	-	-	*	*	-	-	*	29%	*	*
	2022	21%	19%	20%	-	-	-	-	-	-	14%	14%	-	-	-	19%	14%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	68%	68%	-	-	-	-	-	-	54%	54%	-	-	83%	69%	63%	*
All Grades ELA/Reading	2023	63%	66%	68%	-	-	-	-	-	-	57%	57%	-	-	*	69%	60%	*
All Grades Mathematics	2023	66%	70%	68%	-	-	-	-	-	-	50%	50%	-	-	*	69%	65%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	43%	49%	-	-	-	-	-	-	0%	0%	-	-	-	57%	0%	*

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 CLARK EL (205902102) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	42%	52%	-	-	-	-	-	-	*	*	-	-	-	64%	*	*
All Grades Mathematics	2023	40%	44%	46%	-	-	-	-	-	-	*	*	-	-	-	50%	*	-

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.
 Blank cell indicates there are no data available in the group.

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 CLARK EL (205902102) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	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	EB / EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	99%	99%	-	100%	-	100%	98%	100%	100%	98%	99%	100%
Included in Accountability	93%	94%	92%	82%	91%	95%	-	80%	-	100%	88%	100%	97%	81%	92%	91%
Not Included in Accountability: Mobile	4%	5%	7%	18%	8%	4%	-	20%	-	0%	9%	0%	3%	18%	7%	9%
Not Included in Accountability: Other Exclusions	2%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	1%	1%	-	0%	-	0%	2%	0%	0%	2%	1%	0%
Absent	1%	1%	1%	0%	1%	1%	-	0%	-	0%	2%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	99%	99%	-	*	-	*	97%	100%	100%	99%	99%	100%
Included in Accountability	92%	94%	92%	80%	91%	94%	-	*	-	*	86%	100%	97%	81%	93%	90%
Not Included in Accountability: Mobile	4%	5%	8%	20%	9%	4%	-	*	-	*	10%	0%	3%	18%	7%	10%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	1%	1%	-	*	-	*	3%	0%	0%	1%	1%	0%
Absent	1%	1%	1%	0%	1%	1%	-	*	-	*	3%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	99%	-	*	-	*	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	94%	92%	80%	91%	95%	-	*	-	*	90%	100%	97%	81%	93%	90%
Not Included in Accountability: Mobile	5%	5%	8%	20%	9%	4%	-	*	-	*	10%	0%	3%	18%	7%	10%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	1%	1%	-	*	-	*	0%	0%	0%	1%	0%	0%
Absent	1%	1%	1%	0%	1%	1%	-	*	-	*	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	98%	*	98%	97%	-	*	-	*	92%	*	100%	91%	98%	100%
Included in Accountability	93%	95%	93%	*	91%	97%	-	*	-	*	92%	*	98%	78%	91%	100%
Not Included in Accountability: Mobile	4%	4%	5%	*	8%	0%	-	*	-	*	0%	*	2%	13%	6%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	2%	*	2%	3%	-	*	-	*	8%	*	0%	9%	2%	0%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 CLARK EL (205902102) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	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	EB / EL (Current & Monitored)
Absent	1%	1%	2%	*	2%	3%	-	*	-	*	8%	*	0%	9%	2%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	92%	64%	91%	96%	100%	83%	-	78%	85%	86%	95%	84%	94%	90%
Not Included in Accountability: Mobile	5%	5%	8%	36%	8%	4%	0%	17%	-	22%	15%	14%	5%	16%	6%	10%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	92%	60%	91%	97%	*	80%	-	*	85%	83%	94%	85%	94%	91%
Not Included in Accountability: Mobile	5%	6%	8%	40%	9%	3%	*	20%	-	*	15%	17%	6%	15%	6%	9%
Not Included in Accountability: Other Exclusions	2%	0%	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	92%	60%	91%	97%	*	80%	-	*	85%	83%	94%	85%	94%	91%
Not Included in Accountability: Mobile	5%	6%	8%	40%	9%	3%	*	20%	-	*	15%	17%	6%	15%	6%	9%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	99%	*	98%	100%	*	*	-	*	100%	*	98%	100%	98%	100%
Included in Accountability	93%	93%	94%	*	94%	94%	*	*	-	*	85%	*	98%	83%	97%	83%
Not Included in Accountability: Mobile	4%	5%	5%	*	4%	6%	*	*	-	*	15%	*	0%	17%	2%	17%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 CLARK EL (205902102) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	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	EB / EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	2%	2%	1%	*	2%	0%	*	*	-	*	0%	*	2%	0%	2%	0%
Absent	1%	2%	1%	*	2%	0%	*	*	-	*	0%	*	2%	0%	2%	0%
Other	0%	0%	0%	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 CLARK EL (205902102) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	91.8%	93.2%	92.5%	92.3%	94.6%	*	96.7%	-	95.7%	92.4%	92.3%	94.2%
2020-21	95.0%	93.9%	95.9%	96.1%	95.0%	97.4%	*	98.1%	-	95.8%	94.4%	95.0%	96.8%
Chronic Absenteeism													
2021-22	25.7%	26.2%	20.9%	30.0%	26.0%	12.2%	*	0.0%	-	7.7%	18.4%	26.0%	17.1%
2020-21	15.0%	18.8%	9.7%	10.0%	12.2%	5.0%	40.0%	0.0%	-	14.3%	14.7%	12.7%	0.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.2%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 CLARK EL (205902102) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	93.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 CLARK EL (205902102) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	91.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	94.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	90.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	97.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	90.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Graduation Profile (TAPR)
 CLARK EL (205902102) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	292	368,686
By Ethnicity:				
African American	-	-	4	45,227
Hispanic	-	-	173	191,125
White	-	-	101	103,171
American Indian	-	-	1	1,159
Asian	-	-	5	18,794
Pacific Islander	-	-	1	569
Two or More Races	-	-	7	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	7	51,023
Foundation H.S. Program (Endorsement)	-	-	10	14,179
Foundation H.S. Program (DLA)	-	-	275	302,917
Special Education Graduates	-	-	18	32,447
Economically Disadvantaged Graduates	-	-	134	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	40,398
At-Risk Graduates	-	-	95	159,689
CTE Completers	-	-	42	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2022-23 Student Information (TAPR)
 CLARK EL (205902102) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	592	100.0%	4,916	5,504,150	596	100.0%	4,937	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	4	0.7%	0.7%	0.5%
Pre-Kindergarten	27	4.6%	2.5%	4.4%	27	4.5%	2.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	27	4.6%	2.5%	3.7%	27	4.5%	2.5%	3.7%
Kindergarten	88	14.9%	6.9%	6.7%	88	14.8%	6.9%	6.7%
Grade 1	87	14.7%	7.4%	7.2%	87	14.6%	7.4%	7.2%
Grade 2	104	17.6%	7.4%	7.2%	104	17.4%	7.4%	7.2%
Grade 3	104	17.6%	7.1%	7.2%	104	17.4%	7.1%	7.1%
Grade 4	93	15.7%	7.9%	7.2%	93	15.6%	7.9%	7.1%
Grade 5	89	15.0%	7.8%	7.2%	89	14.9%	7.8%	7.2%
Grade 6	0	0.0%	7.2%	7.3%	0	0.0%	7.2%	7.2%
Grade 7	0	0.0%	7.3%	7.4%	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	8.3%	7.7%	0	0.0%	8.3%	7.7%
Grade 9	0	0.0%	9.3%	8.7%	0	0.0%	9.3%	8.7%
Grade 10	0	0.0%	7.4%	7.9%	0	0.0%	7.4%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	6.5%	6.6%	0	0.0%	6.5%	6.6%
Ethnic Distribution:								
African American	9	1.5%	1.2%	12.8%	9	1.5%	1.3%	12.8%
Hispanic	392	66.2%	60.5%	53.0%	394	66.1%	60.5%	52.9%
White	170	28.7%	33.6%	25.6%	172	28.9%	33.6%	25.7%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	6	1.0%	2.2%	5.1%	6	1.0%	2.2%	5.1%
Pacific Islander	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Two or More Races	14	2.4%	2.0%	3.0%	14	2.3%	2.0%	3.0%
Sex:								
Female	277	46.8%	47.8%	48.8%	279	46.8%	47.8%	48.8%
Male	315	53.2%	52.2%	51.2%	317	53.2%	52.2%	51.2%
Economically Disadvantaged	366	61.8%	51.4%	62.1%	367	61.6%	51.3%	62.0%
Non-Educationally Disadvantaged	226	38.2%	48.6%	37.9%	229	38.4%	48.7%	38.0%
Section 504 Students	38	6.4%	9.0%	7.4%	38	6.4%	9.0%	7.4%
EB Students/EL	39	6.6%	5.8%	23.1%	39	6.5%	5.8%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.3%	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)
 CLARK EL (205902102) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	70	11.8%	9.8%	5.5%	70	11.7%	9.7%	5.5%
Foster Care	2	0.3%	0.3%	0.2%	2	0.3%	0.3%	0.2%
Homeless	0	0.0%	0.1%	1.3%	0	0.0%	0.1%	1.3%
Immigrant	0	0.0%	0.8%	2.2%	0	0.0%	0.7%	2.2%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	592	100.0%	35.7%	64.6%	596	100.0%	35.9%	64.6%
Military Connected	23	3.9%	4.2%	3.6%	23	3.9%	4.2%	3.6%
At-Risk	201	34.0%	40.4%	53.3%	201	33.7%	40.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	31	5.2%	5.5%	23.2%	31	5.2%	5.5%	23.2%
Career and Technical Education	0	0.0%	23.6%	26.5%	0	0.0%	23.5%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	72.6%	72.3%	0	-	72.5%	72.2%
Gifted and Talented Education	27	4.6%	6.7%	8.2%	27	4.5%	6.6%	8.2%
Special Education	101	17.1%	14.5%	12.6%	105	17.6%	14.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	101							
By Type of Primary Disability								
Students with Intellectual Disabilities	47	46.5%	42.9%	44.1%				
Students with Physical Disabilities	32	31.7%	19.3%	20.0%				
Students with Autism	*	*	11.7%	15.5%				
Students with Behavioral Disabilities	**	**	22.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	3.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	112	20.3%	14.6%	16.8%				
By Ethnicity:								
African American	7	1.3%	0.6%	3.3%				
Hispanic	74	13.4%	8.4%	8.7%				
White	24	4.3%	4.8%	3.4%				
American Indian	1	0.2%	0.1%	0.1%				
Asian	2	0.4%	0.3%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	0.7%	0.5%	0.6%				
Count and Percent of Special Ed Students who are Mobile	16	18.0%	15.5%	18.6%				
Count and Percent of EB Students/EL who are Mobile	11	25.6%	23.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	82	21.8%	15.8%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	114	22.2%	16.4%	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
 CLARK EL (205902102) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	5.3%	2.8%	1.5%	22.2%	7.5%	4.5%
Grade 1	4.2%	5.6%	2.5%	23.1%	14.6%	3.6%
Grade 2	9.9%	5.0%	1.6%	4.0%	3.1%	2.0%
Grade 3	1.4%	1.3%	0.8%	4.8%	3.4%	0.9%
Grade 4	1.3%	1.6%	0.5%	0.0%	1.9%	0.5%
Grade 5	0.0%	0.4%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.7%	0.3%	-	0.0%	0.4%
Grade 7	-	0.8%	0.4%	-	0.0%	0.5%
Grade 8	-	0.6%	0.4%	-	0.0%	0.5%
Grade 9	-	11.3%	8.7%	-	17.0%	12.6%

Class Size Averages by Grade and Subject
 (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	22.0	18.8	18.7
Grade 1	21.8	19.9	19.1
Grade 2	20.8	20.2	19.1
Grade 3	20.9	19.3	19.3
Grade 4	18.6	20.1	19.4
Grade 5	22.3	20.6	20.8
Grade 6	-	9.4	19.2
Secondary:			
English/Language Arts	-	14.7	16.2
Foreign Languages	-	23.8	18.8
Mathematics	-	14.2	17.5
Science	-	13.5	18.5
Social Studies	-	15.4	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
 CLARK EL (205902102) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	65.5	100.0%	100.0%	100.0%
Professional Staff:	49.5	75.6%	60.5%	64.1%
Teachers	41.0	62.6%	46.3%	48.7%
Professional Support	4.5	6.9%	10.2%	10.9%
Campus Administration (School Leadership)	4.0	6.1%	2.5%	3.3%
Educational Aides:	16.0	24.4%	13.6%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	1.0	n/a	11.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	31.0	47.3%	50.1%	53.2%
Teachers by Ethnicity:				
African American	2.0	4.9%	1.2%	11.8%
Hispanic	10.0	24.4%	29.3%	29.6%
White	29.0	70.7%	67.5%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	0.0	0.0%	0.3%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.4%	1.2%
Teachers by Sex:				
Males	2.0	4.9%	20.5%	24.4%
Females	39.0	95.1%	79.5%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	2.0%
Bachelors	33.0	80.5%	72.5%	72.2%
Masters	8.0	19.5%	26.0%	25.0%
Doctorate	0.0	0.0%	0.6%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.2%	9.7%
1-5 Years Experience	9.0	22.0%	19.4%	26.3%
6-10 Years Experience	8.0	19.5%	19.9%	20.5%
11-20 Years Experience	17.0	41.5%	39.0%	27.2%
21-30 Years Experience	6.0	14.6%	16.8%	13.3%
Over 30 Years Experience	1.0	2.4%	3.8%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
 CLARK EL (205902102) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	14.4	n/a	14.4	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	5.0	6.1
Average Years Experience of Principals with District	1.0	2.5	5.3
Average Years Experience of Assistant Principals	5.0	4.6	5.2
Average Years Experience of Assistant Principals with District	1.5	2.4	4.4
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	13.1	13.7	11.0
Average Years Experience of Teachers with District:	9.8	7.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$60,000	\$53,300
1-5 Years Experience	\$62,258	\$62,125	\$56,516
6-10 Years Experience	\$64,544	\$64,778	\$59,732
11-20 Years Experience	\$67,833	\$67,733	\$63,389
21-30 Years Experience	\$72,613	\$73,075	\$67,876
Over 30 Years Experience	\$77,847	\$83,006	\$72,560
Average Actual Salaries (regular duties only):			
Teachers	\$66,911	\$67,435	\$60,717
Professional Support	\$76,935	\$82,960	\$72,022
Campus Administration (School Leadership)	\$91,617	\$94,501	\$85,167
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	61.4%	65.1%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	---- Campus ----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.5%	5.9%
Career and Technical Education	0.0	0.0%	3.6%	5.4%
Compensatory Education	3.0	7.3%	3.4%	3.2%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	37.0	90.2%	78.8%	70.6%
Special Education	1.0	2.5%	8.7%	9.7%
Other	0.0	0.0%	2.9%	3.5%

Texas Education Agency
2022-23 Staff Information (TAPR)
CLARK EL (205902102) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2021-22 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)