

# Gregory-Portland Independent School District



## Gregory-Portland Middle School

## 2025-2026 Campus Improvement Plan



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# Comprehensive Needs Assessment

# Demographics

## Summary

- What is the breakdown of students by grade, ethnicity, and gender?

<b>Total Population - 1,148</b>	<b>6th Grade - 400</b>	<b>7th Grade - 389</b>	<b>8th Grade - 359</b>
Female	529		
Male	619		
Hispanic-Latino	699		
American Indian - Alaskan Native	3		
Asian	24		
Black - African American	14		
Native Hawaiian - Pacific Islander	3		
White	383		
Two or more	22		

- What is the breakdown of students by at-risk indicator?

<b>At-Risk</b>	<b>537</b>
Foster Care	1
Immigrant	20
Military Connected	56
Transfer in Students	48

- How many students are considered economically disadvantaged?

<b>Economic Disadvantage Total</b>	<b>526</b>
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- What is the breakdown of students by special instructional program (SPED, dyslexia, 504, emergent bilingual, special education, CTE, GT, SCE, migrant)?

<b>Dyslexia</b>	<b>168</b>
Gifted and Talented	91
Section 504	155
Special Education	191
Emergent Bilingual	94

The significant growth within our community has been notably driven by developments in the refinery sector and the expansion of upper-middle-class housing. This growth has not only bolstered our local economy but has also led to an evolving demographic shift. The expansion of the refinery fields has created new employment opportunities, attracting a skilled workforce that supports both the industrial and service sectors. This influx of skilled professionals has been instrumental in sustaining economic momentum and fostering innovation within our community.

Additionally, the rise in upper-middle-class housing has attracted families and professionals who are seeking modern, high-quality living spaces. This residential growth has brought an influx of individuals who contribute to the community's vibrancy and diversity. The combination of economic development and residential expansion has resulted in a dynamic population that enhances the overall vitality of our community.

As these sectors continue to expand, we anticipate that this demographic trend will persist, further enriching our community with a blend of cultures, talents, and perspectives. This ongoing growth presents an exciting opportunity for our school to embrace and celebrate the diverse backgrounds and experiences of our students and their families, ultimately strengthening the fabric of our educational environment.

## Strengths

At our school, we are proud to offer a Jump Start Academy specifically designed for our incoming 6th graders. This program is tailored to ease the transition from elementary to middle school, providing students with the foundational skills and confidence they need to succeed in their new academic environment. By engaging students in a supportive and structured setting, we aim to foster a sense of belonging and readiness as they embark on this new chapter of their educational journey.

We are also committed to supporting our Emergent Bilingual students through the dedicated efforts of our ESL Newcomer teacher. This specialized role is crucial in helping students who are new to the English language develop their linguistic skills while also acclimating to the cultural and academic expectations of our school. Our ESL Newcomer teacher works closely with these students to ensure they receive the personalized attention and resources necessary to thrive both academically and socially.

Additionally, our Wildcat Community Walks initiative is a testament to our commitment to fostering strong connections between our school and the surrounding community. These walks provide an opportunity for staff, students, and community members to come together, promoting a sense of unity and shared purpose. By engaging with our community in this way, we aim to build lasting relationships that support the holistic development of our students and enhance the overall educational experience.

# Student Learning

## Summary

- How are our students performing on state assessments?

See Addendum, GPMS 2023-2024 TAPR Report

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

See Addendum, GPMS 2023-2024 TAPR Report

- How are our students performing on local metrics for learning?

Both formal and informal data guides the direction of our campus teaching and learning. This data serves as a valuable tool for evaluating student progress, identifying areas for improvement, and tailoring instruction to meet the diverse needs of all learners. For comprehensive insights into campus performance, we encourage all staff to refer to Eduphoria for detailed campus reports. These reports offer a clear overview of assessment results, enabling data-driven decisions that enhance the quality of education within our school community.

- Which students are making progress and which students are not?
- How are at-risk students performing compared to students who are not at-risk?
- How are students in special instructional programs performing?
- Does student behavior impact student achievement?

Student behavior plays a critical role in influencing student achievement. Positive behavior fosters a conducive learning environment, where students are more engaged, focused, and motivated to succeed. When students demonstrate respect, responsibility, and self-discipline, they are better able to absorb content, collaborate with peers, and fully participate in the learning process.

Conversely, disruptive or negative behaviors can hinder both individual and collective progress, creating distractions and limiting the effectiveness of instructional time. It is therefore essential to cultivate a supportive and structured environment where expectations for behavior align with academic success. By addressing and guiding behavior, we create conditions that allow students to reach their full potential and achieve academic excellence.

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

Collaboration across grade levels and disciplines ensures that each stage of education is interconnected and that students' learning experiences are aligned with state standards and expectations for post-secondary success. This comprehensive alignment supports our commitment to providing a rigorous, well-rounded education that meets the diverse needs of our students and equips them for lifelong success.

# School Processes & Programs

## Summary

- How is professional development planned to support student achievement?

Professional development is strategically planned to support and enhance student achievement by equipping educators with the knowledge, skills, and tools necessary to improve instructional practices. Our approach integrates various data sources, including Data-Driven Instruction (DDI), teacher surveys, walk-throughs, and upcoming initiatives, to ensure that professional learning is targeted, relevant, and impactful.

Through DDI, we analyze student performance data to identify areas for growth and develop targeted professional development opportunities that align with the needs of both teachers and students. Teacher surveys provide valuable insights into instructional challenges and opportunities for growth, enabling us to tailor professional development sessions to address specific needs. Regular walk-throughs allow for real-time feedback and support, ensuring that teaching practices are consistently aligned with best practices and student needs.

In addition to ongoing professional development, upcoming initiatives are designed to further enhance teaching effectiveness and student outcomes. These initiatives are carefully planned to support the continuous improvement of instructional strategies, foster collaboration among educators, and provide ongoing support to ensure that all students achieve success.

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

Our comprehensive approach includes a carefully designed scope and sequence that aligns with state standards and ensures a logical progression of skills and knowledge from one grade level to the next.

Data-Driven Instruction (DDI) is utilized to continually assess student progress and identify areas of strength and opportunity, allowing us to tailor instruction to meet the needs of each learner. Through evidence-based programs like Eureka Math and Amplify, we deliver high-quality, rigorous content that fosters both academic growth and critical thinking.

In addition, we actively identify areas where resources are needed to ensure the effectiveness of our programs. Whether through curriculum adjustments, targeted interventions, or professional development, we work collaboratively to ensure that all students have access to the support and resources necessary to succeed. Our goal is to provide every student with a well-rounded education that empowers them to meet state academic standards and thrive both in the classroom and beyond.

- What is our instructional technology plan?

Our instructional technology plan is designed to enhance the learning experience by integrating innovative tools and resources that prepare students for the future. Key elements of the plan include a rotating schedule for the replacement of outdated technology, ensuring that our tools remain current and effective. Additionally, we are modernizing our calculator fleet to provide students with access to the most up-to-date and reliable devices for math and science instruction.

To further enrich the learning environment, we are upgrading our science labs with cutting-edge technology, including Virtual Reality (VR) and Artificial Intelligence (AI) tools. These technologies offer immersive learning experiences, allowing students to explore complex scientific concepts in a dynamic and engaging way.

We are also leveraging the power of educational platforms such as Khan Academy, which provides personalized learning experiences and allows students to progress at their own pace, reinforcing key concepts across various subjects. Additionally, the integration of Copilot 365 enhances collaborative learning and productivity, helping students and educators alike manage tasks, assignments, and communications seamlessly within the Microsoft 365 environment.

Our commitment to continuously improving our technology infrastructure supports our goal of providing all students with the skills and resources necessary to succeed in a rapidly evolving digital world. Through these initiatives, we aim to foster a learning environment that is both innovative and forward-thinking, ensuring that our students are equipped for success in the 21st century.

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

We strategically organize instructional time through a well-structured master schedule that includes designated periods for planning, collaboration, and student engagement. Our professional learning communities (PLCs) are an essential part of this structure, providing educators with time to collaborate, share best practices, and analyze student data to inform instructional decisions.

To support students' academic needs, we offer targeted tutorials, enrichment programs, and summer school opportunities, ensuring that additional support is available for those who need it. These programs are carefully planned to align with the needs of our students and to reinforce key learning objectives.

Clubs and organizations also play a significant role in enriching students' educational experiences, fostering leadership skills, and promoting a sense of community. While there is a recognized need for more opportunities in this area, we are committed to expanding and diversifying these extracurricular activities to better serve our student body.

In addition, we have established a comprehensive assessment calendar that aligns with our academic goals and provides clear benchmarks for tracking student progress. This calendar is integrated with our master schedule and serves as a guide for both formative and summative assessments, allowing for timely interventions when needed.

Grade-level transitions are also carefully planned to ensure a smooth progression for students from one academic phase to the next, with focused efforts on preparing students for success at each transition point. The use of a master calendar allows for coordination across these various efforts, ensuring that instructional time is used effectively and efficiently to meet the needs of all students.

By aligning all of these initiatives—PLCs, tutorials, enrichment programs, clubs, assessments, and grade-level transitions—we create a well-rounded and supportive learning environment that promotes both academic achievement and personal growth for every student.

# Perceptions

## Summary

- How do students, staff and parents describe our culture and climate?

\*See Addendum, Climate Surveys for Staff, Students, Families

- Do students, staff and parents feel safe on campus and within the district?

\*See Addendum, Climate Surveys for Staff, Students, Families

- Do we continue to retain high quality and effective teachers? Number source?

- How do parents and families engage in the education of their child?

\*See Addendum, Climate Surveys for Staff, Students, Families

- Do we provide an effective educational experience? Scores, Survey etc...

\*See Addendum, Climate Surveys for Staff, Students, Families

Based on **student** feedback, the school culture and climate are widely regarded in a positive light. Students consistently highlight the dedication and quality of the teachers and staff, with many acknowledging specific individuals who have made a lasting, positive impact on their academic journeys. The supportive and caring nature of educators is frequently emphasized as a key strength of the school. Extracurricular activities, including athletics, band, pre-athletics, and theater, are also highly valued by students. Programs such as intramurals, football, and track are particularly popular, significantly enhancing the overall school experience and providing students with avenues for personal growth and connection. Additionally, the social environment and facilities contribute positively to student satisfaction. Students appreciate the opportunities to make friends and interact during lunch and passing periods. The school's facilities, including the gym, weight room, and cafeteria, are frequently mentioned as among the best features, with students also recognizing the variety of electives and the overall safety measures in place as important contributors to their positive experience at the school.

**Parents** describe the school culture and climate positively, emphasizing the dedication, professionalism, and approachability of the teachers and staff. They appreciate how teachers keep them informed and actively support student success, with counselors and administrators being noted as particularly helpful and accessible. The school's clean, modern facilities and safety measures, such as metal detectors and school resource officers, are also highly valued. The secure campus and separation of grade levels contribute to a strong sense of safety. Parents also praise the wide range of educational and extracurricular opportunities, including advanced courses, athletics, and specialized programs, as well as the use of technology to support student learning.

### Staff

describe the district's culture and climate as highly supportive and collaborative. There is a strong sense of community, with co-workers working well together to meet district goals and support student needs. The collaborative atmosphere fosters a positive work environment where teamwork is valued. The district's excellent compensation and benefits are also frequently mentioned as key factors in job satisfaction. Staff appreciate the competitive teacher pay, comprehensive insurance, and other financial incentives, which contribute to both employee retention and the attraction of new talent. Additionally, staff value the high-quality, well-maintained facilities and resources available for teaching and learning. The district's ongoing commitment to improving facilities and providing the latest technology ensures that both teachers and students have the tools and support needed to succeed.



# 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
- PSAT
- 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-P ESS 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 6-8 with support to include weekly curriculum planning and internalization through professional learning communities (PLCs).

**Strategy's Expected Result/Impact:** Scope and Sequence Alignment, Increased Performance

**Staff Responsible for Monitoring:** Principal, Dean, Grade level Assistant Principal,

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## Goal 2 High Priority

1.2 Annually increase performance in MATH for all students and all student groups. Use of DDI protocol, and Spiraling Lowman curriculum.

**Evaluation Data Source:** Interim Testing, DDI Protocols

### Key Strategic Action 1

Implement Maneuvering the Middle in grades 6-8 and Algebra I with support to include weekly curriculum planning and internalization through professional learning communities (PLCs).

**Strategy's Expected Result/Impact:** Scope and Sequence Alignment, DOK questioning

**Staff Responsible for Monitoring:** Monitoring  
Principal, Dean, Grade level Assistant Principal

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**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 enhance the CTE program, pathways to certifications offered, and real-world experience connections.

**Strategy's Expected Result/Impact:** The expected impact is that 8th graders will enter high school with a CTE credit from an intro class, thus, creating more opportunities for students to complete pathways and/or associate degrees.

**Staff Responsible for Monitoring:** Campus principal and Director of CCMR and Counseling

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**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.

**Strategy's Expected Result/Impact:** CTE Elective Fair

**Staff Responsible for Monitoring:** Principal, CTE committee, President, Dean

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**Key Strategic Action 3**

\* Higher Education Requirements: The campus will ensure that secondary students', teachers, counselors, and parents receive information about higher education admissions and financial aid opportunities, dual credit opportunities, HB5 graduation requirements, the TEXAS grant program, scholarships, endorsements, and the need for students to make informed curriculum choices to be prepared for success beyond high school.

**Strategy's Expected Result/Impact:** Lower drop out rates

**Staff Responsible for Monitoring:** Principal, HS Dean, Admin, MS Dean, HS and MS Counselors

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## 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.

**Strategy's Expected Result/Impact:** Wildcat Walkthroughs

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### Key Strategic Action 2

PLC's: The campus will implement effective PLC's for all core content areas with the use of Solution Tree protocols and resources.

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### Key Strategic Action 3

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

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## Key Strategic Action 4

\* 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 6-8. 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.

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## Key Strategic Action 5 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.

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## Key Strategic Action 6

\* 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:** remediation services, and programs

**Staff Responsible for Monitoring:** Dean, Dept. Chairs

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## Key Strategic Action 7 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.

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## Key Strategic Action 8

\* 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.

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## Key Strategic Action 9

\* 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.

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## Key Strategic Action 10

\* 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.

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## Key Strategic Action 11

\* 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.

### **Formative Reviews**

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## **Key Strategic Action 12**

\* 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.

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## **Key Strategic Action 13**

\* 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

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## **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.

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## 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.

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# 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. 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.

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## 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.

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### 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.

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# 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 campus and 8th graders transitioning to high school.

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### 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.

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## 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.

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## 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.

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## 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.

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# 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.

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## 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.

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### 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.

**Funding Sources:** Finance to enter TI FTEs and budget (FT of TII and TIV) Grant: Fund 211 Title I, Part A,

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## 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.

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### 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.

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## 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.

#### Formative Reviews

January

March

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.

#### Formative Reviews

January

March

June

June



# State Compensatory Education

# State Compensatory

## Budget for Gregory-Portland Middle School

**Total SCE Funds:** \$1.00

**Total FTEs Funded by SCE:** 0

**Brief Description of SCE Services and/or Programs**



# Funding Summary

# Funding Summary

## Fund 199 State GT (PIC 21) (100%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$30,549.00
				<b>+/- Difference</b>	<b>\$30,549.00</b>

## Fund 199 State CTE (PIC 22) (55%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$1,466,137.00
				<b>+/- Difference</b>	<b>\$1,466,137.00</b>

## Fund 199 Special Education (PIC 23) (55%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$7,336,917.00
				<b>+/- Difference</b>	<b>\$7,336,917.00</b>

## Fund 199 State SCE (PIC 24,26,28,30) (55%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$2,344,852.00
				<b>+/- Difference</b>	<b>\$2,344,852.00</b>

## Fund 199 State Bilingual/ ESL (PIC 25) (55%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$57,637.00
				<b>+/- Difference</b>	<b>\$57,637.00</b>

## Fund 199 Dyslexia (PIC 37, 43) (100%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$513,655.00
				<b>+/- Difference</b>	<b>\$513,655.00</b>

## Fund 199 Early Education (PIC 36) (100%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$1,364,990.00
				<b>+/- Difference</b>	<b>\$1,364,990.00</b>

## Fund 199 CCMR (PIC 38) (55%)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$173,959.00
				<b>+/- Difference</b>	<b>\$173,959.00</b>

## Grant: Fund 211 Title I, Part A

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
4	2	2	Finance to enter TI FTEs and budget (FT of TII and TIV)	--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$661,008.00
				<b>+/- Difference</b>	<b>\$661,008.00</b>

## Grant: Fund 224 IDEA B Formula

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$955,635.00
				<b>+/- Difference</b>	<b>\$955,635.00</b>

## Grant: Fund 225 IDEA B Preschool

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$16,942.00
				<b>+/- Difference</b>	<b>\$16,942.00</b>

## Grant: Fund 244 Carl Perkins

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$55,758.00
				<b>+/- Difference</b>	<b>\$55,758.00</b>

## Grant: Fund 255 Title II, Part A (FT Title I)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$148,032.00
				<b>+/- Difference</b>	<b>\$148,032.00</b>

## Grant: Fund 263 Title III

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$25,816.00
				<b>+/- Difference</b>	<b>\$25,816.00</b>

## Grant: Fund 289 Title IV, Part A (FT Title I)

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$48,978.00
				<b>+/- Difference</b>	<b>\$48,978.00</b>

## Grant: Fund 429 School Safety

Priority	Goal	Key Strategic Action	Resources Needed	Account Code	Amount
				--	\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$167,286.00
				<b>+/- Difference</b>	<b>\$167,286.00</b>

# 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](http://g-pisd.org)

 [gpisdwildcats](https://www.facebook.com/gpisdwildcats) |  [@GPISD1](https://twitter.com/GPISD1)



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

[g-pisd.org](http://g-pisd.org)

 [gpisdwildcats](https://www.facebook.com/gpisdwildcats) |  [@GPISD1](https://twitter.com/GPISD1)



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**, [EHBAA](#)  
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:

# **2023-24 Texas Academic Performance Report (TAPR)**

**District Name: GREGORY-PORTLAND ISD**

**Campus Name: GREGORY-PORTLAND MIDDLE**

**Campus Number: 205902041**

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Texas Education Agency  
**2023-24 STAAR Performance (TAPR)**  
 GREGORY-PORTLAND MIDDLE (205902041) - 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)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2024	77%	87%	<b>87%</b>	80%	83%	93%	*	*	-	100%	47%	90%	89%	82%	82%	88%
	2023	77%	87%	<b>87%</b>	83%	85%	89%	*	100%	*	83%	62%	*	88%	85%	82%	94%
At Meets Grade Level or Above	2024	57%	66%	<b>66%</b>	40%	57%	79%	*	*	-	100%	19%	80%	71%	54%	56%	62%
	2023	52%	61%	<b>61%</b>	50%	51%	73%	*	80%	*	67%	24%	*	62%	58%	51%	44%
At Masters Grade Level	2024	26%	29%	<b>29%</b>	0%	21%	41%	*	*	-	75%	10%	30%	34%	18%	20%	27%
	2023	22%	26%	<b>26%</b>	33%	23%	30%	*	70%	*	0%	10%	*	28%	23%	18%	19%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2024	72%	81%	<b>81%</b>	60%	76%	89%	*	*	-	100%	48%	90%	84%	75%	75%	81%
	2023	75%	81%	<b>81%</b>	50%	74%	90%	*	100%	*	83%	46%	*	84%	75%	74%	88%
At Meets Grade Level or Above	2024	39%	56%	<b>56%</b>	40%	45%	72%	*	*	-	88%	12%	70%	58%	51%	46%	50%
	2023	40%	51%	<b>51%</b>	33%	43%	63%	*	90%	*	33%	21%	*	54%	47%	40%	44%
At Masters Grade Level	2024	14%	28%	<b>28%</b>	40%	17%	43%	*	*	-	75%	7%	40%	30%	23%	18%	19%
	2023	16%	26%	<b>26%</b>	0%	17%	37%	*	80%	*	17%	9%	*	29%	20%	17%	31%
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2024	74%	74%	<b>74%</b>	50%	68%	83%	*	90%	*	83%	27%	*	75%	71%	62%	67%
	2023	78%	84%	<b>84%</b>	80%	82%	87%	*	*	-	80%	49%	100%	86%	80%	78%	80%
At Meets Grade Level or Above	2024	54%	53%	<b>53%</b>	33%	48%	61%	*	80%	*	50%	21%	*	54%	51%	40%	53%
	2023	55%	57%	<b>57%</b>	40%	49%	72%	*	*	-	80%	19%	60%	59%	53%	43%	30%
At Masters Grade Level	2024	29%	25%	<b>25%</b>	33%	19%	33%	*	50%	*	0%	10%	*	26%	22%	16%	40%
	2023	27%	29%	<b>29%</b>	40%	20%	43%	*	*	-	40%	4%	20%	28%	30%	19%	15%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2024	56%	69%	<b>69%</b>	67%	61%	83%	*	90%	*	33%	33%	*	73%	62%	58%	93%
	2023	63%	74%	<b>74%</b>	100%	69%	81%	*	*	-	60%	34%	100%	74%	74%	65%	85%
At Meets Grade Level or Above	2024	34%	52%	<b>52%</b>	33%	44%	63%	*	90%	*	17%	17%	*	56%	44%	40%	73%
	2023	37%	55%	<b>55%</b>	60%	47%	69%	*	*	-	40%	15%	100%	57%	52%	42%	55%
At Masters Grade Level	2024	11%	22%	<b>22%</b>	17%	14%	29%	*	80%	*	17%	6%	*	22%	20%	10%	47%
	2023	11%	24%	<b>24%</b>	20%	16%	37%	*	*	-	0%	6%	60%	26%	19%	10%	10%
<b>Grade 8 Reading</b>																	

Texas Education Agency  
**2023-24 STAAR Performance (TAPR)**  
 GREGORY-PORTLAND MIDDLE (205902041) - 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 Approaches Grade Level or Above	2024	81%	84%	<b>84%</b>	83%	81%	90%	*	*	-	86%	47%	100%	86%	79%	77%	82%
	2023	83%	85%	<b>85%</b>	*	81%	92%	*	93%	*	88%	41%	91%	87%	81%	79%	88%
At Meets Grade Level or Above	2024	56%	59%	<b>59%</b>	67%	52%	71%	*	*	-	57%	22%	83%	61%	54%	48%	36%
	2023	58%	63%	<b>63%</b>	*	57%	74%	*	79%	*	63%	33%	45%	65%	60%	53%	58%
At Masters Grade Level	2024	29%	29%	<b>29%</b>	17%	23%	40%	*	*	-	43%	7%	17%	30%	28%	20%	14%
	2023	28%	31%	<b>31%</b>	*	26%	38%	*	50%	*	38%	18%	27%	32%	28%	22%	35%
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2024	72%	78%	<b>78%</b>	100%	74%	83%	-	*	-	100%	56%	100%	78%	77%	74%	74%
	2023	76%	77%	<b>77%</b>	*	72%	90%	*	88%	-	80%	50%	88%	75%	82%	70%	86%
At Meets Grade Level or Above	2024	43%	45%	<b>45%</b>	40%	41%	53%	-	*	-	50%	19%	83%	44%	46%	39%	47%
	2023	46%	45%	<b>45%</b>	*	41%	53%	*	88%	-	20%	26%	88%	45%	43%	39%	59%
At Masters Grade Level	2024	16%	13%	<b>13%</b>	20%	9%	20%	-	*	-	17%	7%	33%	11%	17%	9%	16%
	2023	17%	12%	<b>12%</b>	*	11%	14%	*	13%	-	0%	11%	0%	12%	12%	11%	27%
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2024	70%	77%	<b>77%</b>	83%	72%	87%	*	*	-	57%	49%	83%	80%	70%	66%	73%
	2023	74%	83%	<b>83%</b>	*	77%	93%	*	86%	*	75%	49%	91%	83%	81%	76%	81%
At Meets Grade Level or Above	2024	44%	54%	<b>54%</b>	50%	45%	68%	*	*	-	43%	24%	67%	57%	46%	41%	32%
	2023	47%	58%	<b>58%</b>	*	49%	74%	*	79%	*	38%	33%	64%	62%	50%	45%	62%
At Masters Grade Level	2024	17%	22%	<b>22%</b>	17%	15%	34%	*	*	-	29%	7%	17%	23%	21%	12%	18%
	2023	17%	22%	<b>22%</b>	*	18%	30%	*	36%	*	25%	15%	36%	25%	17%	15%	35%
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2024	60%	72%	<b>72%</b>	100%	64%	84%	*	*	-	71%	42%	83%	74%	68%	60%	55%
	2023	62%	70%	<b>70%</b>	*	62%	80%	*	86%	*	75%	36%	73%	68%	73%	61%	73%
At Meets Grade Level or Above	2024	33%	35%	<b>35%</b>	67%	28%	44%	*	*	-	29%	22%	67%	36%	30%	22%	23%
	2023	33%	39%	<b>39%</b>	*	32%	50%	*	64%	*	50%	28%	55%	41%	35%	29%	46%
At Masters Grade Level	2024	17%	20%	<b>20%</b>	17%	16%	27%	*	*	-	14%	16%	33%	21%	17%	13%	5%
	2023	16%	18%	<b>18%</b>	*	14%	24%	*	43%	*	0%	10%	18%	20%	13%	12%	31%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2024	81%	76%	<b>100%</b>	*	100%	100%	*	*	-	*	*	-	100%	100%	100%	*
	2023	79%	79%	<b>100%</b>	*	100%	100%	-	100%	*	*	*	*	100%	100%	100%	*

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At Meets Grade Level or Above	2024	43%	36%	<b>89%</b>	*	91%	85%	*	*	-	*	*	-	87%	100%	87%	*
	2023	43%	38%	<b>95%</b>	*	91%	98%	-	100%	*	*	*	*	96%	91%	91%	*
At Masters Grade Level	2024	24%	15%	<b>53%</b>	*	53%	54%	*	*	-	*	*	-	54%	46%	47%	*
	2023	23%	19%	<b>68%</b>	*	68%	65%	-	100%	*	*	*	*	65%	77%	59%	*
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2024	91%	91%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	88%	87%	*	-	*	-	-	-	-	-	-	-	-	*	-	-
At Meets Grade Level or Above	2024	56%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	56%	54%	*	-	*	-	-	-	-	-	-	-	-	*	-	-
At Masters Grade Level	2024	19%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	21%	21%	*	-	*	-	-	-	-	-	-	-	-	*	-	-
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2024	75%	80%	<b>79%</b>	78%	73%	87%	80%	88%	*	80%	43%	92%	81%	73%	70%	77%
	2023	76%	82%	<b>81%</b>	70%	76%	88%	100%	93%	100%	80%	47%	87%	81%	79%	74%	84%
At Meets Grade Level or Above	2024	48%	54%	<b>54%</b>	48%	46%	65%	60%	78%	*	57%	20%	75%	56%	48%	43%	46%
	2023	49%	55%	<b>55%</b>	33%	47%	68%	40%	79%	50%	52%	25%	63%	57%	51%	43%	52%
At Masters Grade Level	2024	20%	22%	<b>25%</b>	20%	18%	35%	20%	61%	*	38%	9%	35%	26%	21%	15%	22%
	2023	20%	23%	<b>25%</b>	17%	19%	34%	10%	52%	33%	19%	10%	30%	27%	22%	16%	28%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2024	76%	82%	<b>82%</b>	71%	78%	89%	*	88%	*	90%	39%	95%	84%	77%	74%	81%
	2023	77%	82%	<b>85%</b>	77%	83%	89%	*	96%	*	84%	53%	89%	87%	82%	79%	87%
At Meets Grade Level or Above	2024	54%	60%	<b>60%</b>	47%	53%	70%	*	81%	*	71%	20%	75%	62%	53%	49%	51%
	2023	53%	59%	<b>61%</b>	38%	53%	73%	*	79%	*	68%	25%	47%	62%	57%	49%	45%
At Masters Grade Level	2024	22%	23%	<b>28%</b>	18%	21%	38%	*	63%	*	43%	9%	30%	30%	22%	19%	25%
	2023	20%	22%	<b>29%</b>	31%	23%	37%	*	57%	*	26%	10%	26%	30%	27%	20%	24%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2024	72%	78%	<b>78%</b>	76%	72%	87%	*	94%	*	81%	45%	95%	81%	72%	70%	83%
	2023	75%	80%	<b>79%</b>	69%	73%	88%	*	96%	*	79%	44%	89%	80%	78%	71%	87%
At Meets Grade Level or Above	2024	43%	50%	<b>54%</b>	41%	46%	66%	*	82%	*	57%	17%	80%	57%	49%	43%	56%
	2023	45%	52%	<b>55%</b>	38%	46%	67%	*	86%	*	42%	21%	84%	57%	50%	42%	56%

Texas Education Agency  
**2023-24 STAAR Performance (TAPR)**  
 GREGORY-PORTLAND MIDDLE (205902041) - 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 Masters Grade Level	2024	17%	20%	<b>24%</b>	24%	16%	35%	*	71%	*	43%	8%	45%	25%	21%	14%	25%
	2023	19%	23%	<b>25%</b>	8%	18%	36%	*	61%	*	16%	9%	37%	27%	21%	15%	27%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2024	75%	79%	<b>77%</b>	83%	72%	87%	*	*	-	57%	49%	83%	80%	70%	66%	73%
	2023	77%	83%	<b>83%</b>	*	77%	93%	*	86%	*	75%	49%	91%	83%	82%	76%	81%
At Meets Grade Level or Above	2024	43%	49%	<b>54%</b>	50%	45%	68%	*	*	-	43%	24%	67%	57%	46%	41%	32%
	2023	47%	53%	<b>58%</b>	*	49%	74%	*	79%	*	38%	33%	64%	62%	50%	45%	62%
At Masters Grade Level	2024	16%	18%	<b>22%</b>	17%	15%	34%	*	*	-	29%	7%	17%	23%	21%	12%	18%
	2023	18%	21%	<b>23%</b>	*	18%	30%	*	36%	*	25%	15%	36%	25%	18%	15%	35%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2024	78%	84%	<b>72%</b>	100%	64%	84%	*	*	-	71%	42%	83%	74%	68%	60%	55%
	2023	78%	82%	<b>70%</b>	*	62%	80%	*	86%	*	75%	36%	73%	68%	73%	61%	73%
At Meets Grade Level or Above	2024	51%	55%	<b>35%</b>	67%	28%	44%	*	*	-	29%	22%	67%	36%	30%	22%	23%
	2023	52%	56%	<b>39%</b>	*	32%	50%	*	64%	*	50%	28%	55%	41%	35%	29%	46%
At Masters Grade Level	2024	27%	28%	<b>20%</b>	17%	16%	27%	*	*	-	14%	16%	33%	21%	17%	13%	5%
	2023	27%	28%	<b>18%</b>	*	14%	24%	*	43%	*	0%	10%	18%	20%	13%	12%	31%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>6th Graders</b>																	
Reading and Mathematics	2024	36%	51%	<b>51%</b>	40%	40%	69%	*	*	-	88%	9%	70%	54%	47%	40%	42%
	2023	35%	45%	<b>45%</b>	33%	36%	56%	*	80%	*	33%	16%	*	46%	43%	35%	38%
Reading and Mathematics Including EOC	2024	36%	51%	<b>51%</b>	40%	40%	69%	*	*	-	88%	9%	70%	54%	47%	40%	42%
	2023	35%	45%	<b>45%</b>	33%	36%	56%	*	80%	*	33%	16%	*	46%	43%	35%	38%
Reading Including EOC	2024	57%	66%	<b>66%</b>	40%	57%	79%	*	*	-	100%	19%	80%	71%	54%	56%	62%
	2023	52%	61%	<b>61%</b>	50%	51%	73%	*	80%	*	67%	24%	*	62%	58%	51%	44%
Math Including EOC	2024	40%	56%	<b>56%</b>	40%	45%	72%	*	*	-	88%	12%	70%	58%	51%	46%	50%
	2023	40%	51%	<b>51%</b>	33%	43%	63%	*	90%	*	33%	21%	*	54%	47%	40%	44%
<b>7th Graders</b>																	
Reading and Mathematics	2024	35%	40%	<b>40%</b>	33%	34%	48%	*	80%	*	17%	13%	*	44%	32%	28%	53%
	2023	37%	46%	<b>46%</b>	40%	37%	63%	*	*	-	40%	11%	60%	48%	43%	31%	30%
Reading and Mathematics Including EOC	2024	36%	40%	<b>40%</b>	33%	34%	48%	*	80%	*	17%	13%	*	44%	32%	28%	53%
	2023	38%	46%	<b>46%</b>	40%	37%	63%	*	*	-	40%	11%	60%	48%	43%	31%	30%

Texas Education Agency  
**2023-24 STAAR Performance (TAPR)**  
 GREGORY-PORTLAND MIDDLE (205902041) - 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 Including EOC	2024	54%	53%	<b>53%</b>	33%	48%	61%	*	80%	*	50%	21%	*	54%	51%	40%	53%
	2023	55%	57%	<b>57%</b>	40%	49%	72%	*	*	-	80%	19%	60%	59%	53%	43%	30%
Math Including EOC	2024	40%	52%	<b>52%</b>	33%	44%	63%	*	90%	*	17%	17%	*	56%	44%	40%	73%
	2023	43%	55%	<b>55%</b>	60%	47%	69%	*	*	-	40%	15%	100%	57%	52%	42%	55%
<b>8th Graders</b>																	
Reading and Mathematics	2024	28%	32%	<b>32%</b>	40%	26%	42%	-	*	-	50%	9%	67%	32%	32%	28%	16%
	2023	31%	36%	<b>36%</b>	*	33%	42%	*	63%	-	0%	24%	25%	35%	37%	29%	41%
Reading and Mathematics Including EOC	2024	41%	45%	<b>45%</b>	50%	37%	56%	*	*	-	57%	13%	67%	46%	41%	34%	23%
	2023	44%	50%	<b>50%</b>	*	41%	64%	*	79%	*	38%	26%	45%	51%	47%	37%	50%
Reading Including EOC	2024	57%	59%	<b>59%</b>	67%	52%	71%	*	*	-	57%	22%	83%	61%	54%	48%	36%
	2023	58%	63%	<b>63%</b>	*	57%	74%	*	79%	*	63%	33%	45%	65%	60%	53%	58%
Math Including EOC	2024	49%	55%	<b>55%</b>	50%	50%	64%	*	*	-	57%	22%	83%	55%	54%	44%	50%
	2023	51%	57%	<b>57%</b>	*	48%	70%	*	93%	*	50%	28%	91%	59%	53%	45%	65%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2024	36%	44%	<b>42%</b>	38%	34%	55%	*	79%	*	55%	10%	65%	45%	38%	33%	37%
	2023	37%	46%	<b>43%</b>	33%	35%	55%	*	68%	*	25%	16%	38%	43%	41%	32%	36%
Reading and Mathematics Including EOC	2024	38%	45%	<b>46%</b>	41%	37%	58%	*	81%	*	57%	11%	65%	48%	40%	34%	38%
	2023	39%	48%	<b>47%</b>	31%	38%	61%	*	75%	*	37%	17%	47%	48%	45%	34%	40%
Reading Including EOC	2024	54%	58%	<b>60%</b>	47%	53%	70%	*	81%	*	71%	20%	75%	62%	53%	49%	51%
	2023	53%	60%	<b>61%</b>	38%	53%	73%	*	79%	*	68%	25%	47%	62%	57%	49%	45%
Math Including EOC	2024	45%	53%	<b>54%</b>	41%	46%	66%	*	82%	*	57%	17%	80%	57%	49%	43%	56%
	2023	47%	57%	<b>55%</b>	38%	46%	67%	*	86%	*	42%	21%	84%	57%	50%	42%	56%

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

Texas Education Agency  
**2023-24 STAAR Progress (TAPR)**  
 GREGORY-PORTLAND MIDDLE (205902041) - 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)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 6 ELA/Reading	2024	61%	67%	<b>67%</b>	40%	60%	80%	*	*	-	100%	42%	85%	72%	57%	61%	58%
	2023	51%	59%	<b>59%</b>	50%	56%	64%	*	78%	*	50%	47%	*	61%	56%	56%	40%
Grade 6 Mathematics	2024	48%	61%	<b>61%</b>	60%	53%	75%	*	*	-	83%	45%	80%	62%	61%	56%	54%
	2023	54%	65%	<b>65%</b>	30%	63%	70%	*	89%	*	50%	55%	*	65%	66%	64%	70%
Grade 7 ELA/Reading	2024	66%	55%	<b>55%</b>	40%	49%	64%	*	70%	*	67%	27%	*	55%	56%	45%	57%
	2023	71%	71%	<b>71%</b>	60%	67%	76%	*	*	-	90%	49%	50%	71%	69%	65%	70%
Grade 7 Mathematics	2024	49%	59%	<b>59%</b>	50%	54%	64%	*	90%	*	58%	38%	*	59%	58%	49%	80%
	2023	56%	67%	<b>67%</b>	100%	62%	75%	*	*	-	40%	59%	80%	65%	73%	62%	80%
Grade 8 ELA/Reading	2024	69%	69%	<b>69%</b>	60%	69%	74%	*	*	-	43%	38%	75%	71%	66%	64%	71%
	2023	63%	66%	<b>66%</b>	*	65%	67%	*	73%	*	63%	53%	64%	68%	60%	57%	74%
Grade 8 Mathematics	2024	66%	66%	<b>66%</b>	*	66%	63%	-	*	-	100%	63%	67%	64%	71%	68%	67%
	2023	74%	80%	<b>80%</b>	*	80%	81%	*	71%	-	70%	66%	88%	78%	83%	75%	95%
End of Course Algebra I	2024	72%	54%	<b>66%</b>	*	76%	61%	*	*	-	*	*	-	69%	54%	60%	*
	2023	76%	68%	<b>91%</b>	*	91%	90%	-	100%	*	*	*	*	90%	93%	89%	*
All Grades Both Subjects	2024	64%	65%	<b>63%</b>	50%	59%	70%	50%	79%	*	75%	41%	78%	64%	61%	57%	63%
	2023	64%	68%	<b>69%</b>	56%	66%	73%	63%	81%	*	61%	54%	68%	69%	68%	64%	74%
All Grades ELA/Reading	2024	67%	68%	<b>64%</b>	47%	59%	73%	*	75%	*	68%	35%	75%	66%	59%	57%	62%
	2023	63%	66%	<b>65%</b>	50%	63%	69%	*	76%	*	67%	49%	55%	67%	62%	59%	64%
All Grades Mathematics	2024	60%	61%	<b>62%</b>	53%	58%	67%	*	82%	*	82%	48%	80%	62%	62%	57%	63%
	2023	66%	70%	<b>72%</b>	63%	70%	77%	*	86%	*	56%	59%	82%	71%	75%	68%	84%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
Grade 6 ELA/Reading	2024	24%	35%	<b>35%</b>	*	30%	50%	-	-	-	-	16%	*	41%	25%	32%	*
	2023	26%	42%	<b>42%</b>	-	43%	45%	-	-	-	*	34%	-	42%	44%	37%	*
Grade 6 Mathematics	2024	27%	23%	<b>23%</b>	*	21%	38%	-	-	-	-	27%	*	30%	15%	25%	*
	2023	35%	34%	<b>34%</b>	*	33%	45%	-	-	-	-	19%	*	34%	34%	40%	*
Grade 7 ELA/Reading	2024	23%	10%	<b>10%</b>	*	4%	18%	-	*	-	*	0%	-	7%	13%	7%	*
	2023	39%	52%	<b>52%</b>	*	55%	43%	*	-	-	*	28%	*	54%	48%	53%	57%
Grade 7 Mathematics	2024	14%	11%	<b>11%</b>	*	7%	40%	-	*	-	*	11%	-	14%	8%	7%	*
	2023	22%	33%	<b>33%</b>	*	34%	18%	-	-	-	*	20%	-	28%	41%	37%	67%
Grade 8 ELA/Reading	2024	34%	36%	<b>36%</b>	-	40%	25%	-	-	-	*	10%	-	40%	28%	42%	38%
	2023	39%	36%	<b>36%</b>	*	36%	36%	-	*	-	*	4%	*	40%	29%	29%	80%
Grade 8 Mathematics	2024	44%	51%	<b>51%</b>	-	49%	50%	-	-	-	*	52%	-	49%	56%	53%	71%
	2023	49%	55%	<b>55%</b>	-	49%	75%	*	*	-	*	30%	*	49%	65%	48%	57%
End of Course Algebra I	2024	55%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	58%	43%	*	*	-	-	-	-	-	-	-	-	-	*	*	-
All Grades Both Subjects	2024	32%	34%	<b>30%</b>	14%	28%	38%	-	*	-	50%	20%	*	33%	26%	29%	39%
	2023	38%	43%	<b>44%</b>	50%	43%	46%	*	*	-	56%	23%	67%	43%	46%	42%	61%

Texas Education Agency  
**2023-24 STAAR Progress (TAPR)**  
 GREGORY-PORTLAND MIDDLE (205902041) - 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)
All Grades ELA/Reading	2024	30%	33%	<b>28%</b>	*	27%	29%	-	*	-	*	8%	*	30%	22%	28%	23%
	2023	35%	42%	<b>44%</b>	*	45%	41%	*	*	-	50%	24%	*	45%	41%	40%	64%
All Grades Mathematics	2024	35%	34%	<b>32%</b>	*	29%	45%	-	*	-	60%	29%	*	34%	28%	31%	60%
	2023	40%	44%	<b>44%</b>	60%	41%	50%	*	*	-	*	22%	*	41%	49%	43%	59%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 GREGORY-PORTLAND MIDDLE (205902041) - 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
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2024	75%	80%	<b>79%</b>	-	-	-	-	-	-	74%	-	74%	-	94%	79%	76%	100%
	2023	76%	82%	<b>81%</b>	-	-	-	-	-	-	81%	-	81%	-	*	80%	80%	100%
At Meets Grade Level or Above	2024	48%	54%	<b>54%</b>	-	-	-	-	-	-	41%	-	41%	-	81%	54%	45%	100%
	2023	49%	55%	<b>55%</b>	-	-	-	-	-	-	41%	-	41%	-	*	56%	40%	95%
At Masters Grade Level	2024	20%	22%	<b>25%</b>	-	-	-	-	-	-	20%	-	20%	-	25%	25%	20%	67%
	2023	20%	23%	<b>25%</b>	-	-	-	-	-	-	18%	-	18%	-	*	25%	17%	66%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2024	76%	82%	<b>82%</b>	-	-	-	-	-	-	77%	-	77%	-	100%	82%	80%	*
	2023	77%	82%	<b>85%</b>	-	-	-	-	-	-	84%	-	84%	-	*	85%	84%	100%
At Meets Grade Level or Above	2024	54%	60%	<b>60%</b>	-	-	-	-	-	-	45%	-	45%	-	71%	60%	48%	*
	2023	53%	59%	<b>61%</b>	-	-	-	-	-	-	33%	-	33%	-	*	62%	32%	100%
At Masters Grade Level	2024	22%	23%	<b>28%</b>	-	-	-	-	-	-	25%	-	25%	-	14%	28%	23%	*
	2023	20%	22%	<b>29%</b>	-	-	-	-	-	-	16%	-	16%	-	*	29%	16%	58%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2024	72%	78%	<b>78%</b>	-	-	-	-	-	-	81%	-	81%	-	86%	78%	82%	*
	2023	75%	80%	<b>79%</b>	-	-	-	-	-	-	86%	-	86%	-	*	79%	84%	100%
At Meets Grade Level or Above	2024	43%	50%	<b>54%</b>	-	-	-	-	-	-	49%	-	49%	-	86%	54%	53%	*
	2023	45%	52%	<b>55%</b>	-	-	-	-	-	-	49%	-	49%	-	*	55%	48%	92%
At Masters Grade Level	2024	17%	20%	<b>24%</b>	-	-	-	-	-	-	23%	-	23%	-	29%	24%	23%	*
	2023	19%	23%	<b>25%</b>	-	-	-	-	-	-	20%	-	20%	-	*	25%	20%	58%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2024	75%	79%	<b>77%</b>	-	-	-	-	-	-	71%	-	71%	-	*	78%	73%	-
	2023	77%	83%	<b>83%</b>	-	-	-	-	-	-	78%	-	78%	-	*	83%	74%	100%
At Meets Grade Level or Above	2024	43%	49%	<b>54%</b>	-	-	-	-	-	-	29%	-	29%	-	*	55%	32%	-
	2023	47%	53%	<b>58%</b>	-	-	-	-	-	-	56%	-	56%	-	*	58%	53%	86%
At Masters Grade Level	2024	16%	18%	<b>22%</b>	-	-	-	-	-	-	14%	-	14%	-	*	22%	18%	-
	2023	18%	21%	<b>23%</b>	-	-	-	-	-	-	17%	-	17%	-	*	22%	16%	86%
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2024	78%	84%	<b>72%</b>	-	-	-	-	-	-	52%	-	52%	-	*	73%	55%	-
	2023	78%	82%	<b>70%</b>	-	-	-	-	-	-	67%	-	67%	-	*	69%	63%	100%
At Meets Grade Level or Above	2024	51%	55%	<b>35%</b>	-	-	-	-	-	-	19%	-	19%	-	*	35%	23%	-
	2023	52%	56%	<b>39%</b>	-	-	-	-	-	-	28%	-	28%	-	*	39%	26%	100%

Texas Education Agency  
**2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 GREGORY-PORTLAND MIDDLE (205902041) - 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
At Masters Grade Level	2024	27%	28%	<b>20%</b>	-	-	-	-	-	-	5%	-	5%	-	*	21%	5%	-
	2023	27%	28%	<b>18%</b>	-	-	-	-	-	-	17%	-	17%	-	*	17%	16%	71%
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2024	64%	65%	<b>63%</b>	-	-	-	-	-	-	61%	-	61%	-	64%	63%	61%	83%
	2023	64%	68%	<b>69%</b>	-	-	-	-	-	-	71%	-	71%	-	*	68%	72%	83%
All Grades ELA/Reading	2024	67%	68%	<b>64%</b>	-	-	-	-	-	-	63%	-	63%	-	57%	64%	62%	*
	2023	63%	66%	<b>65%</b>	-	-	-	-	-	-	61%	-	61%	-	*	65%	61%	75%
All Grades Mathematics	2024	60%	61%	<b>62%</b>	-	-	-	-	-	-	60%	-	60%	-	71%	62%	61%	*
	2023	66%	70%	<b>72%</b>	-	-	-	-	-	-	82%	-	82%	-	*	72%	82%	92%
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2024	32%	34%	<b>30%</b>	-	-	-	-	-	-	39%	-	39%	-	-	29%	39%	-
	2023	38%	43%	<b>44%</b>	-	-	-	-	-	-	61%	-	61%	-	*	43%	60%	*
All Grades ELA/Reading	2024	30%	33%	<b>28%</b>	-	-	-	-	-	-	23%	-	23%	-	-	28%	23%	-
	2023	35%	42%	<b>44%</b>	-	-	-	-	-	-	62%	-	62%	-	*	43%	64%	-
All Grades Mathematics	2024	35%	34%	<b>32%</b>	-	-	-	-	-	-	60%	-	60%	-	-	30%	60%	-
	2023	40%	44%	<b>44%</b>	-	-	-	-	-	-	60%	-	60%	-	*	43%	56%	*

\* 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  
**2023-24 STAAR Participation (TAPR)**  
 GREGORY-PORTLAND MIDDLE (205902041) - 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)
<b>2024 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>99%</b>	100%	99%	99%	100%	98%	*	100%	99%	100%	99%	99%	99%	100%
Included in Accountability	92%	94%	<b>94%</b>	85%	94%	96%	100%	93%	*	88%	97%	100%	98%	87%	94%	83%
Not Included in Accountability: Mobile	4%	4%	<b>5%</b>	15%	5%	3%	0%	5%	*	13%	2%	0%	1%	11%	4%	13%
Not Included in Accountability: Other Exclusions	2%	1%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	1%	0%	4%
Not Tested	1%	1%	<b>1%</b>	0%	1%	1%	0%	2%	*	0%	1%	0%	1%	1%	1%	0%
Absent	1%	1%	<b>1%</b>	0%	1%	1%	0%	2%	*	0%	1%	0%	1%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>99%</b>	100%	99%	99%	*	94%	*	100%	98%	100%	99%	98%	99%	100%
Included in Accountability	91%	94%	<b>94%</b>	85%	93%	96%	*	89%	*	91%	97%	100%	98%	86%	94%	82%
Not Included in Accountability: Mobile	4%	4%	<b>5%</b>	15%	5%	3%	*	6%	*	9%	2%	0%	1%	12%	5%	14%
Not Included in Accountability: Other Exclusions	4%	1%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	4%
Not Tested	1%	1%	<b>1%</b>	0%	1%	1%	*	6%	*	0%	2%	0%	1%	2%	1%	0%
Absent	1%	1%	<b>1%</b>	0%	1%	1%	*	6%	*	0%	2%	0%	1%	2%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	<b>99%</b>	100%	99%	99%	*	100%	*	100%	99%	100%	99%	99%	99%	100%
Included in Accountability	93%	94%	<b>94%</b>	85%	94%	96%	*	94%	*	91%	97%	100%	98%	87%	94%	81%
Not Included in Accountability: Mobile	5%	4%	<b>5%</b>	15%	5%	3%	*	6%	*	9%	2%	0%	1%	12%	5%	15%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	4%
Not Tested	1%	1%	<b>1%</b>	0%	1%	1%	*	0%	*	0%	1%	0%	1%	1%	1%	0%
Absent	1%	1%	<b>1%</b>	0%	1%	1%	*	0%	*	0%	1%	0%	1%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	98%	<b>99%</b>	100%	100%	99%	*	*	-	100%	100%	100%	99%	100%	99%	100%
Included in Accountability	93%	95%	<b>95%</b>	86%	96%	96%	*	*	-	78%	98%	100%	98%	88%	95%	88%
Not Included in Accountability: Mobile	4%	3%	<b>4%</b>	14%	3%	3%	*	*	-	22%	2%	0%	1%	11%	3%	8%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	*	*	-	0%	0%	0%	0%	1%	1%	4%
Not Tested	1%	2%	<b>1%</b>	0%	0%	1%	*	*	-	0%	0%	0%	1%	0%	1%	0%

Texas Education Agency  
**2023-24 STAAR Participation (TAPR)**  
 GREGORY-PORTLAND MIDDLE (205902041) - 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%	2%	1%	0%	0%	1%	*	*	-	0%	0%	0%	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	99%	98%	99%	100%	99%	99%	*	*	-	100%	100%	100%	98%	100%	98%	100%
Included in Accountability	94%	95%	95%	86%	95%	96%	*	*	-	78%	98%	100%	98%	88%	95%	88%
Not Included in Accountability: Mobile	4%	2%	4%	14%	3%	3%	*	*	-	22%	2%	0%	1%	11%	3%	8%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	1%	1%	4%
Not Tested	1%	2%	1%	0%	1%	1%	*	*	-	0%	0%	0%	2%	0%	2%	0%
Absent	1%	2%	1%	0%	1%	1%	*	*	-	0%	0%	0%	2%	0%	2%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	99%	100%	99%	100%	100%	100%	100%	100%	98%	100%	99%	99%	98%	96%
Included in Accountability	93%	94%	94%	100%	93%	97%	100%	100%	100%	96%	94%	100%	98%	87%	94%	81%
Not Included in Accountability: Mobile	4%	5%	4%	0%	6%	3%	0%	0%	0%	4%	4%	0%	1%	11%	4%	11%
Not Included in Accountability: Other Exclusions	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	5%
Not Tested	1%	1%	1%	0%	1%	0%	0%	0%	0%	0%	2%	0%	1%	1%	2%	4%
Absent	1%	1%	1%	0%	1%	0%	0%	0%	0%	0%	2%	0%	1%	1%	2%	4%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	99%	100%	99%	99%	*	100%	*	100%	99%	100%	99%	99%	99%	97%
Included in Accountability	92%	94%	94%	100%	93%	96%	*	100%	*	95%	95%	100%	98%	88%	94%	82%
Not Included in Accountability: Mobile	4%	5%	4%	0%	6%	3%	*	0%	*	5%	4%	0%	1%	10%	4%	11%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	5%
Not Tested	1%	1%	1%	0%	1%	1%	*	0%	*	0%	1%	0%	1%	1%	1%	3%
Absent	1%	1%	1%	0%	1%	1%	*	0%	*	0%	1%	0%	1%	1%	1%	3%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	99%	100%	99%	100%	*	100%	*	100%	98%	100%	99%	99%	98%	97%
Included in Accountability	94%	94%	94%	100%	93%	96%	*	100%	*	95%	95%	100%	98%	88%	94%	82%
Not Included in Accountability: Mobile	5%	5%	5%	0%	6%	3%	*	0%	*	5%	4%	0%	1%	11%	5%	11%

Texas Education Agency  
**2023-24 STAAR Participation (TAPR)**  
 GREGORY-PORTLAND MIDDLE (205902041) - 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%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	5%
Not Tested	1%	1%	<b>1%</b>	0%	1%	0%	*	0%	*	0%	2%	0%	1%	1%	2%	3%
Absent	1%	1%	<b>1%</b>	0%	1%	0%	*	0%	*	0%	2%	0%	1%	1%	2%	3%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	99%	<b>99%</b>	*	98%	100%	*	100%	*	100%	98%	100%	99%	99%	98%	94%
Included in Accountability	93%	95%	<b>94%</b>	*	92%	97%	*	100%	*	100%	91%	100%	98%	87%	93%	79%
Not Included in Accountability: Mobile	4%	4%	<b>4%</b>	*	6%	3%	*	0%	*	0%	7%	0%	1%	11%	4%	12%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	*	0%	0%	*	0%	*	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	1%	<b>1%</b>	*	2%	0%	*	0%	*	0%	2%	0%	1%	1%	2%	6%
Absent	1%	1%	<b>1%</b>	*	2%	0%	*	0%	*	0%	2%	0%	1%	1%	2%	6%
Other	0%	0%	<b>0%</b>	*	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	99%	99%	<b>99%</b>	*	98%	100%	*	100%	*	100%	98%	100%	99%	98%	97%	94%
Included in Accountability	94%	95%	<b>94%</b>	*	92%	97%	*	100%	*	100%	91%	100%	98%	86%	93%	79%
Not Included in Accountability: Mobile	4%	3%	<b>4%</b>	*	6%	3%	*	0%	*	0%	7%	0%	1%	11%	4%	12%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	*	0%	0%	*	0%	*	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	1%	<b>1%</b>	*	2%	0%	*	0%	*	0%	2%	0%	1%	2%	3%	6%
Absent	1%	1%	<b>1%</b>	*	2%	0%	*	0%	*	0%	2%	0%	1%	2%	3%	6%
Other	0%	0%	<b>0%</b>	*	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  
**2023-24 Attendance, Graduation, and Dropout Rates (TAPR)**  
 GREGORY-PORTLAND MIDDLE (205902041) - 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
<b>Attendance Rate</b>													
2022-23	93.3%	93.4%	<b>93.1%</b>	93.2%	92.5%	93.8%	*	95.3%	*	94.4%	91.9%	91.1%	93.6%
2021-22	92.2%	91.8%	<b>91.6%</b>	89.3%	90.9%	92.4%	*	94.7%	*	94.7%	89.3%	89.6%	93.0%
<b>Chronic Absenteeism</b>													
2022-23	20.3%	19.0%	<b>20.7%</b>	15.8%	23.3%	18.0%	*	10.7%	*	17.4%	27.6%	30.8%	15.4%
2021-22	25.7%	26.2%	<b>26.4%</b>	35.0%	29.4%	22.6%	*	17.4%	*	4.8%	38.9%	35.0%	26.9%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2022-23	0.8%	0.2%	<b>0.2%</b>	0.0%	0.4%	0.0%	*	0.0%	*	0.0%	0.0%	0.5%	0.0%
2021-22	0.7%	0.2%	<b>0.2%</b>	8.3%	0.0%	0.3%	*	0.0%	*	0.0%	0.0%	0.4%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2022-23	2.0%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	1.0%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2023</b>													
Graduated	90.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.9%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2022</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	91.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2023-24 Attendance, Graduation, and Dropout Rates (TAPR)**  
 GREGORY-PORTLAND MIDDLE (205902041) - 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	93.2%	94.6%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2021</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.5%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.7%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2023	90.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	91.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2023	4.3%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	3.4%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2023-24 Attendance, Graduation, and Dropout Rates (TAPR)**  
 GREGORY-PORTLAND MIDDLE (205902041) - 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 2023	84.3%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	94.5%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2023	88.6%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	97.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2022-23	4.4%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2022-23	82.5%	89.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	94.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Texas First DLA Graduates (Annual Rate)</b>													
2022-23	0.1%	0.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)</b>													
2022-23	86.8%	92.8%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	97.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2023-24 Graduation Profile (TAPR)**

GREGORY-PORTLAND MIDDLE (205902041) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2022-23 Annual Graduates)</b>				
Total Graduates	-	-	334	377,367
<b>By Ethnicity:</b>				
African American	-	-	6	46,822
Hispanic	-	-	199	197,333
White	-	-	111	103,009
American Indian	-	-	1	1,181
Asian	-	-	9	19,151
Pacific Islander	-	-	2	574
Two or More Races	-	-	6	9,297
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	24	49,278
Foundation H.S. Program (Endorsement)	-	-	10	16,475
Foundation H.S. Program (DLA)	-	-	297	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	3	222
Special Education Graduates	-	-	26	34,589
Economically Disadvantaged Graduates	-	-	141	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	13	50,229
At-Risk Graduates	-	-	128	168,430
CTE Completers	-	-	59	116,959

**There is no data for this campus.**

**There is no data for this campus.**

**There is no data for this campus.**

Texas Education Agency  
**2023-24 Student Information (TAPR)**  
 GREGORY-PORTLAND MIDDLE (205902041) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
<b>Total Students</b>	<b>1,105</b>	<b>100.0%</b>	<b>4,948</b>	<b>5,517,464</b>	<b>1,105</b>	<b>100.0%</b>	<b>4,963</b>	<b>5,531,236</b>
<b>Students by Grade</b>								
Grade 6	389	35.2%	7.9%	7.3%	389	35.2%	7.8%	7.2%
Grade 7	352	31.9%	7.1%	7.3%	352	31.9%	7.1%	7.3%
Grade 8	364	32.9%	7.4%	7.5%	364	32.9%	7.3%	7.5%
<b>Ethnic Distribution</b>								
African American	18	1.6%	1.1%	12.8%	18	1.6%	1.1%	12.8%
Hispanic	643	58.2%	61.4%	53.2%	643	58.2%	61.4%	53.2%
White	399	36.1%	32.8%	25.0%	399	36.1%	32.9%	25.0%
American Indian	4	0.4%	0.3%	0.3%	4	0.4%	0.3%	0.3%
Asian	18	1.6%	2.2%	5.4%	18	1.6%	2.2%	5.4%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	22	2.0%	2.0%	3.1%	22	2.0%	2.0%	3.1%
<b>Sex</b>								
Female	520	47.1%	48.2%	48.9%	520	47.1%	48.1%	48.8%
Male	585	52.9%	51.8%	51.1%	585	52.9%	51.9%	51.2%
<b>Other Student Cohorts</b>								
Economically Disadvantaged	553	50.0%	53.5%	62.3%	553	50.0%	53.4%	62.2%
Non-Educationally Disadvantaged	552	50.0%	46.5%	37.7%	552	50.0%	46.6%	37.8%
Section 504 Students	133	12.0%	9.2%	7.2%	133	12.0%	9.1%	7.2%
EB Students/EL	62	5.6%	7.0%	24.4%	62	5.6%	7.0%	24.3%
Students w/ Disciplinary Placements (2022-23)	69	5.7%	3.0%	1.9%				
Students w/ Dyslexia	136	12.3%	10.2%	6.0%	136	12.3%	10.1%	6.0%
Foster Care	5	0.5%	0.3%	0.2%	5	0.5%	0.3%	0.2%
Homeless	0	0.0%	0.0%	1.4%	0	0.0%	0.0%	1.4%
Immigrant	13	1.2%	1.7%	2.9%	13	1.2%	1.7%	2.9%
Migrant	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Title I	0	0.0%	35.5%	65.7%	0	0.0%	35.6%	65.7%
Military Connected	45	4.1%	4.9%	3.9%	45	4.1%	4.9%	3.9%
At-Risk	479	43.3%	43.9%	53.2%	479	43.3%	43.8%	53.2%
<b>Students by Instructional Program</b>								
Bilingual/ESL Education	54	4.9%	6.6%	24.5%	54	4.9%	6.6%	24.4%
Career and Technical Education	87	7.9%	25.5%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	78.4%	73.3%	-	-	-	-
Gifted and Talented Education	83	7.5%	7.0%	8.5%	83	7.5%	7.0%	8.5%
Special Education	179	16.2%	16.2%	13.9%	179	16.2%	16.5%	14.0%
<b>Students with Disabilities by Type of Primary Disability</b>								

Texas Education Agency  
**2023-24 Student Information (TAPR)**  
 GREGORY-PORTLAND MIDDLE (205902041) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
<b>Total Students with Disabilities</b>	<b>179</b>							
Students with Intellectual Disabilities	89	49.7%	44.8%	45.7%				
Students with Physical Disabilities	25	14.0%	19.1%	18.9%				
Students with Autism	20	11.2%	12.2%	16.2%				
Students with Behavioral Disabilities	45	25.1%	21.1%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	2.9%	1.7%				
<b>Mobility (2022-23)</b>								
<b>Total Mobile Students</b>	<b>162</b>	<b>13.3%</b>	<b>13.9%</b>	<b>16.1%</b>				
African American	6	0.5%	0.4%	3.4%				
Hispanic	100	8.2%	8.8%	8.5%				
White	51	4.2%	4.0%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	0.4%	0.6%	0.5%				
Special Ed Students who are Mobile	21	11.5%	15.4%	17.6%				
Count and Percent of EB Students/EL who are Mobile	10	15.4%	17.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	109	17.8%	16.7%	18.6%				
<b>Student Attrition (2022-23)</b>								
<b>Total Student Attrition</b>	<b>83</b>	<b>11.6%</b>	<b>16.4%</b>	<b>18.1%</b>				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade</b>						
Grade 6	1.5%	1.5%	0.3%	0.0%	0.0%	0.3%
Grade 7	1.6%	1.6%	0.5%	0.0%	0.0%	0.4%
Grade 8	0.5%	0.5%	0.4%	0.0%	0.0%	0.5%

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

Texas Education Agency  
**2023-24 Student Information (TAPR)**  
 GREGORY-PORTLAND MIDDLE (205902041) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

Class Size Information	Campus	District	State
<b>Elementary</b>			
Grade 6	15.7	15.7	19.2
<b>Secondary</b>			
English/Language Arts	13.1	16.1	16.3
Foreign Languages	24.1	22.5	18.8
Mathematics	13.1	16.7	17.5
Science	13.5	15.7	18.5
Social Studies	14.9	19.0	18.8

Texas Education Agency  
**2023-24 Staff Information (TAPR)**  
 GREGORY-PORTLAND MIDDLE (205902041) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
<b>Total Staff</b>	<b>116.0</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Professional Staff	97.9	84.4%	60.4%	63.9%
Teachers	81.6	70.3%	45.4%	48.3%
Professional Support	11.3	9.7%	10.9%	11.1%
Campus Administration (School Leadership)	5.0	4.3%	3.1%	3.3%
Educational Aides	18.1	15.6%	14.3%	11.4%
<b>Librarians and Counselors (Headcount)</b>				
Full-time Librarians	1.0	n/a	2.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	3.0	n/a	12.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
<b>Total Minority Staff</b>	<b>48.9</b>	<b>42.2%</b>	<b>52.3%</b>	<b>54.4%</b>
<b>Teachers by Ethnicity</b>				
African American	0.0	0.0%	1.5%	12.6%
Hispanic	25.9	31.8%	32.4%	30.1%
White	52.7	64.6%	64.1%	53.4%
American Indian	1.0	1.2%	0.3%	0.3%
Asian	0.0	0.0%	0.3%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	2.0	2.5%	1.4%	1.3%
<b>Teachers by Sex</b>				
Males	21.3	26.1%	20.3%	24.5%
Females	60.3	73.9%	79.7%	75.5%
<b>Teachers by Highest Degree Held</b>				
No Degree	0.0	0.0%	1.9%	2.5%
Bachelors	59.6	73.0%	71.7%	71.7%
Masters	21.0	25.7%	25.8%	24.9%
Doctorate	1.0	1.2%	0.6%	0.8%
<b>Teachers by Years of Experience</b>				
Beginning Teachers	1.5	1.8%	1.5%	8.7%
1-5 Years Experience	14.0	17.2%	16.5%	27.4%
6-10 Years Experience	16.7	20.4%	21.3%	20.2%
11-20 Years Experience	29.5	36.2%	38.1%	27.1%
21-30 Years Experience	14.9	18.3%	18.0%	13.7%
Over 30 Years Experience	5.0	6.1%	4.7%	3.0%
Number of Students per Teacher	13.5	n/a	14.5	14.7

Texas Education Agency  
**2023-24 Staff Information (TAPR)**  
 GREGORY-PORTLAND MIDDLE (205902041) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

Staff Information	Campus	District	State
<b>Experience of Campus Leadership</b>			
Average Years Experience of Principals	16.0	4.0	6.0
Average Years Experience of Principals with District	2.0	1.7	5.1
Average Years Experience of Assistant Principals	3.8	3.7	5.1
Average Years Experience of Assistant Principals with District	2.5	2.6	4.3
Average Years Experience of Teachers	14.8	14.3	11.1
Average Years Experience of Teachers with District	8.3	7.5	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only)</b>			
Beginning Teachers	\$59,743	\$60,567	\$54,272
1-5 Years Experience	\$63,558	\$63,870	\$58,185
6-10 Years Experience	\$66,158	\$65,404	\$61,494
11-20 Years Experience	\$68,965	\$69,233	\$65,219
21-30 Years Experience	\$74,487	\$74,531	\$69,723
Over 30 Years Experience	\$79,619	\$83,350	\$74,014
<b>Average Actual Salaries (regular duties only)</b>			
Teachers	\$68,961	\$69,017	\$62,474
Professional Support	\$76,459	\$83,324	\$73,783
Campus Administration (School Leadership)	\$95,822	\$90,858	\$86,738
Instructional Staff Percent	n/a	61.0%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
<b>Teachers by Program (population served)</b>				
Bilingual/ESL Education	0.3	0.4%	1.5%	6.0%
Career and Technical Education	1.2	1.5%	3.5%	5.5%
Compensatory Education	0.3	0.3%	2.3%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	73.3	89.9%	79.7%	69.8%
Special Education	6.5	8.0%	10.8%	10.3%
Other	0.0	0.0%	2.2%	3.7%

- 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.

Texas Education Agency  
**2023-24 Staff Information (TAPR)**  
GREGORY-PORTLAND MIDDLE (205902041) - GREGORY-PORTLAND ISD - SAN PATRICIO COUNTY

**Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)**  
(To open link in a new window, press the "Ctrl" key and click on the link.)

# MS - STAFF

*SUMMARY: OPEN RESPONSES // District Engagement Survey, 2023-24*

## **What are the THREE (3) BEST THINGS about my school / district?**

### **1. Supportive and Collaborative Environment:**

- The district fosters a collegial atmosphere where co-workers support each other and work well as a team.
- Staff recognize the needs of students and work together to meet district goals.
- There is a strong sense of community and collaboration among employees, creating a positive work environment.

### **2. Excellent Compensation and Benefits:**

- The district offers high teacher pay compared to other local districts, which is a significant factor for job satisfaction.
- Benefits such as good pay, comprehensive insurance, and other financial incentives are highly appreciated by the staff.
- The pay and benefits contribute to retaining good employees and attracting new talent.

### **3. High-Quality Facilities and Resources:**

- The district boasts top-notch facilities that are well-maintained and equipped with the necessary resources for effective teaching and learning.
- There is a commitment to continuously improving the facilities and providing the latest technology for students and staff.
- The district ensures that teachers and students have access to the tools and support they need to succeed.

## **What are THREE (3) THINGS you feel could be IMPROVED at my school / district?**

### **1. Communication and Transparency:**

- There is a significant need for improved communication and transparency between campus administration, district leadership, and staff.
- Clear, timely communication and responses to inquiries are often lacking, leading to frustration and confusion among staff.
- Teachers and staff feel isolated and disconnected from decision-making processes and policy changes, which impacts morale and trust.

### **2. Student Discipline and Accountability:**

- There is a pervasive issue with inconsistent enforcement of student discipline, which undermines classroom management and safety.
- Students are often not held accountable for their actions, and there is a lack of follow-through on disciplinary measures, leading to repeated disruptive behaviors.
- The district needs to implement and consistently enforce policies regarding tardiness, cell phone use, and general student behavior to create a more conducive learning environment.

### **3. Support and Resources for Staff:**

- Teachers and staff need more support, including adequate supplies, resources, and professional development opportunities.
- There is a call for better training, more hands-on support for managing student behavior, and addressing special education needs effectively.

- The district should focus on reducing class sizes, hiring more qualified staff, and ensuring that all employees, including substitutes and paraprofessionals, feel valued and supported in their roles.

## **Is there ANYTHING ELSE you'd like to share?**

### **1. Teacher and Staff Concerns:**

- **Confidentiality**: There are multiple concerns about the lack of confidentiality in HR and administrative matters, where private discussions are reportedly being shared, causing more issues.
- **Support and Supplies**: Teachers and staff express the need for better supervision in cafeterias, more cleaning supplies, and a greater supply of general classroom and custodial tools.
- **Appreciation and Recognition**: Several comments emphasize the need for better appreciation and inclusion of all staff, including nurses and substitutes. There are suggestions to improve incentives and benefits, especially for staff who do not live in Portland and face challenges during severe weather events.

### **2. Safety and Security:**

- **Workplace Safety**: One teacher mentioned a significant financial loss due to a work-related accident and stressed the importance of better financial and physical protection for employees.
- **Student Behavior**: There are concerns about unresolved behavior issues, with students skipping classes and making false accusations against teachers. Teachers feel unsafe and unheard, suggesting a need for stronger disciplinary measures and support.

### **3. Administrative and Policy Issues:**

- **Communication and Policy Adherence**: Several comments highlight the need for improved communication from district leaders and a more consistent application of district policies. There is frustration over frequent changes without proper notification or training.
- **Resource Allocation**: There are questions about how resources are allocated across departments, with some departments feeling under-resourced compared to others.
- **Substitute Teachers**: There are calls for better utilization and appreciation of substitutes, including certified teachers who can assist in more significant roles.

### **4. General Feedback:**

- **Positive Remarks**: Many staff members express their overall satisfaction with the district, noting the supportive environment, good pay, and the commitment to continuous improvement.
- **Areas for Improvement**: Suggestions include better insurance options, more professional development opportunities, permanent substitutes, and a focus on fostering a sense of family and community within the district.

**Overall, the feedback points to a need for better communication, support, and recognition of staff, along with more consistent policy enforcement and resource allocation. Addressing these areas could lead to a more positive and effective working environment.**

##

# MS - STUDENTS

*SUMMARY: OPEN RESPONSES // District Engagement Survey, 2023-24*

## **What are the THREE (3) BEST THINGS about my school?**

### **1. Teachers and Staff:**

- Many students appreciate the quality and dedication of the teachers and staff, often mentioning specific teachers by name who have made a positive impact.
- The supportive and caring nature of the teachers is frequently highlighted as a key positive aspect.

### **2. Extracurricular Activities and Sports:**

- Athletics and extracurricular activities like band, pre-athletics, and theater are highly valued by students.
- Programs such as intramurals and sports, including football and track, are popular and contribute significantly to the school experience.

### **3. Social Environment and Facilities:**

- Students enjoy the opportunity to make friends and socialize during school hours, especially during lunch and passing periods.
- The school's facilities, such as the gym, weight room, and cafeteria, are mentioned as some of the best features.
- The availability of a variety of electives and the overall school environment, including the safety measures, are also appreciated.

## **What are THREE (3) THINGS you feel could be IMPROVED at my school?**

### **1. Discipline and Rules:**

- Many students express the need for stricter and more effective disciplinary actions, particularly regarding bullying, fights, and general student behavior.
- Suggestions include more consistent enforcement of rules, fair treatment during discipline, and specific changes to the dress code to make it more lenient and fair for all students.

### **2. School Facilities and Environment:**

- Improvements to the school's facilities are frequently mentioned, with specific emphasis on cleaner bathrooms, better desks, and more organized and timely lunch procedures.
- Requests for longer passing periods, improved security, and the availability of lockers are also common.

### **3. Food and Breaks:**

- A significant number of students desire better quality and variety in school lunches.
- There is also a call for longer lunch periods, the ability to use phones during lunch, and more free time or breaks during the school day to help reduce stress and improve the overall school experience.

## **Is there ANYTHING ELSE you'd like to share?**

### **1. Majority No Additional Comments:**

- The overwhelming majority of students did not have anything additional to share, simply responding with "no," "nope," "nothing," or similar.

### **2. Additional Concerns:**

- Some students mentioned concerns regarding bullying and not feeling safe at school.

- A few students pointed out specific teachers they felt were rude or unfair.
- There were a few mentions of dissatisfaction with the school's discipline policies, including inconsistent enforcement and perceived favoritism.
- A handful of students mentioned issues with the dress code, asking for more leniency and fairness, particularly concerning leggings and other comfortable clothing options.

### **3. Positive Feedback and Suggestions:**

- A few students expressed positive feelings about their teachers and the school overall, appreciating the efforts made by staff.
- Specific suggestions included allowing food in class, introducing middle school soccer, providing Chick-fil-A fries for lunch, and having more free time and activities.

##

# MS - FAMILIES

*SUMMARY: OPEN RESPONSES // District Engagement Survey, 2023-24*

## **What are the THREE (3) BEST THINGS about my child's school?**

### **1. Teachers and Staff:**

- Numerous comments highlighted the dedication, professionalism, and supportive nature of the teachers and staff.
- Many parents appreciate how teachers keep them informed, are approachable, and actively help students succeed.
- Specific mentions of counselors and administrators being helpful and accessible.

### **2. Facilities and Safety:**

- The clean, well-maintained, and modern facilities are frequently mentioned as a positive aspect.
- The presence of security measures, such as metal detectors and school resource officers, contributes to a sense of safety for both students and parents.
- The separation of different grade levels and secure campus environment were also appreciated.

### **3. Educational and Extracurricular Opportunities:**

- Parents value the advanced courses, extracurricular activities, and the variety of clubs available to students.
- Opportunities for students to join various programs, such as athletics, band, and other specialized classes, are highly regarded.
- The inclusion of technology and resources that support student learning and growth is seen as a significant benefit.

## **What are THREE (3) THINGS you feel could be IMPROVED at my child's school?**

### **1. Discipline and Behavior Management:**

- Improved discipline and stricter enforcement of rules, including consistent handling of fights and bullying.
- More severe consequences for disruptive behavior and bullying.
- Better respect and behavior from students towards teachers and peers.

### **2. Facilities and Resources:**

- Cleaner and better-maintained bathrooms.
- Better quality and variety of food in the cafeteria.
- More and better-equipped classrooms, including larger desks and better seating.
- Improved access to resources such as internet and technology.

### **3. School Policies and Procedures:**

- More lenient and fair dress code enforcement.
- Allowing phones during lunch or free periods.
- Longer lunch and passing periods to reduce stress and allow students more time to get to class and eat.
- More extracurricular activities and events, such as field trips and dances.

Overall, respondents express a desire for a more disciplined, resource-rich, and student-friendly environment that addresses their basic needs and enhances the school experience.

## **Is there ANYTHING ELSE you'd like to share?**

The majority of responses to this question were brief and to the point, with many simply responding with "no" or variations of it. Here are some key points and notable comments that were shared:

### **1. Positive Comments:**

- Several expressed positive feelings about the school, indicating satisfaction with their overall experience.
- Some students praised specific teachers, staff, or programs, highlighting their helpfulness and dedication.

### **2. Negative Comments:**

- A few mentioned students feeling unsafe or unhappy at the school, indicating issues with bullying or disrespectful behavior.
- There were comments about specific teachers being rude or biased.
- Some expressed dissatisfaction with the school's discipline policies, feeling they are unfair or not effectively enforced.

### **3. Suggestions for Improvement:**

- A significant number suggested changes to the dress code, advocating for less strict rules and the allowance of items like leggings, pajama pants, and shorts.
- There were multiple requests for better food options in the cafeteria, including specific items like Chick-fil-A fries and more sanitary conditions.
- Some mentioned the desire to use phones during lunch or in class for educational purposes.
- A few suggested adding more extracurricular activities and sports, including middle school soccer.

### **4. Miscellaneous Comments:**

- Some mentioned specific incidents or personal experiences, such as being bullied or feeling neglected by the school's administration.
- A few humorous or off-topic comments were included, such as requests for free cookies on Fridays or bringing back certain video games on school computers.

**Overall, while many did not have additional comments to share, those who did provided a mix of positive feedback, suggestions for improvement, and specific concerns or issues they face with the school.**

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