# Clint Independent School District

# Desert Hills Elementary

# 2025-2026 Campus Improvement Plan

**Accountability Rating: B**



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# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

Demographics Summary:

Desert Hills Elementary School located in Horizon, Texas in the Clint Independent School District. Our population has remained consistent with last year. At the moment, our current population is 943 students. Desert Hills is made up of 95% Hispanic students. We have 4.0% White and and 1% African American. 38% of our students are LEP (Emergent Bilingual) and 78% are economically disadvantaged. We have 38% of our students in Bilingual Education, 3.6% in Gifted and Talented, 16% receiving Special Education Services, and our mobility rate is 15.1%, 48% are at-risk, 1.7% are recieving 504 accommodations Approximately 8% of the student population has a parent or guardian that is a member of the military forces. We currently service 10 identifed students for Dyslexia.

We follow the Dual Language model for Bilingual Education in grades PK-5

While our demographics have remained similar, our needs for materials in Spanish (newcomers) to target the needs of our English Language Learners has become a high priority. Our SPED continues to grow, our students are showing minimal growth and require additional resources and supports.

**Demographics Strengths**

There is pride in the school and our culture. Family is very important to the community, so there is a lot of expanded support. A third of our population is Limited English Proficient, many of the students have family who can speak English, which helps to transition to English instruction. Our current military connected population is rising, we are currently servicing over 75 families that are military connected.

College has become a goal for many students and an expectation of their parents. School provides the opportunity to showcase continuing their education by going to college by wearing college shirts on Thursdays.

The schools in the feeder pattern are working closely together to promote our schools and to provide a positive experience for the child, parents, and the community. The community is working together to provide opportunities for children outside of school for things such as sports, various clubs, and girl and boy scouts. Desert Hills also provides various school activities and clubs for student involvement.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** SPED Students are showing minimal growth and overall achievement in the areas of Reading and Math
**Root Cause:** Tier 1 Instruction alignment to Resource Instruction Co-Teachers need training and planning time with SPED Teachers SPED Team have high caseloads

**Problem Statement 2:** EB Students are showing minimal progress in the areas of Reading, Listening and Speaking (TELPAS)

**Root Cause:** Inconsistent language instruction. This will be year two of dual language but students in upper grades are still facing the effects.

# Student Learning

**Student Learning Summary**

Student achivement and progress on STAAR, Benchmarks, mClass, grades , English language assessments

**Student Learning Strengths**

Strengths

- 
    - The campus is now in its 4th year of implementation of Guided Reading.  3 instrucitonal rounds took place last year to check for fidelity and consistency.
    - BAS and EDL are now being used to assess students at a more rigorous level
    - An aligned SEL component will be embedded into the daily schedule

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** The ELL and SPED sub populations score 10-40% below the rest of the campus populations on state assessments
**Root Cause:** When EL students transition in second grade, students are left with academic gaps in phonics and foundations TEKS.

**Problem Statement 2:** The campus reading levels and language proficiency are affecting student success on state, district, and campus assessments as evidenced by the gaps between general education, bilingual education, and special education classes
**Root Cause:** Lack of phonics, fluency and comprehension alignment in K-5

**Problem Statement 3:** Our students in grades 3-5 are not meeting the 60th Percentile Achievement Score on the MAP Test
**Root Cause:** New Implementation of HQIM, fidelity to lesson internalization process and inconsistency of targeted small group instruction

# School Processes & Programs

**School Processes & Programs Summary**

Summary - Families and community members are involved at Desert Hills Elementary through feeder pattern parent workshops, open house, parent teacher conferences, Fitness Friday, Military Breakfast, the WatchDog Program, implementation of ClassDojo, Career Week, Fall Festival, DHE Thanksgiving luncheon, Father/Daughter dance, Mother/Son dance, and parents are welcome to volunteer as long as they go through the background check. We also utilize our Partners in Education for Family Nights and have an established PTO. Monthly parent meetings and activities are in place to help parents and families feel at ease in being involved in the school. Desert Hills issues out a monthly newsletter/ calendar to communicate to families what is happening at the campus.(A lot of the teachers also issue a calendar to keep parents up to date with activities around the school and the learning that goes in the classroom). An increase in communication will serve to support teachers and the campus as a whole by bringing in more volunteers and a general increase in parental involvement in their child's education. We had Horizon High School students serve as Reading Buddies for Kinder students. Desert Hills has two (2) counselors and one (1) CIS employee that coordinate family functions and meetings to ensure that the campus community is aware of campus goals and initiatives. Counselors and CIS are also responsible to serve our at risk population and to seek ways to bring in business members and the community to better serve the students of DHE.

To increase parent engagemnt while supporting the social emotional aspect of parenting, DHE will offer parent classes to address wellness, nutrition and parenting skills. Our goal is to provide these classes a minimum of 4 times per year.

This school year, Clint ISD was a awarded a grant, Teacher Incentive Allotment where teachers have the ability to earn up to:

$4,531 for Recognized

$9,063 for Exemplay teacher;

$17,105 for Master teacher

In 2022, we had 6 Teachers receive this grant

**School Processes & Programs Strengths**

Family engagement is a large component of Desert Hills as we try to involve parents as much as possible thorugh academic events or extra curricular activities. Desert Hills is a large campus with over 850 studetns therefore specific programs and systems are in place to help support our goals.

Family Engagment Strengths:

STEM Night

Literacy Nights

Father-Daughter dance & Mother-Son Dances

Fitness Friday

Coffee with the Principal

Fall Festival/Spring Festival

CIS coordinator

Academic Strengths:

*Every classroom has an intervention block embedded in their schedule to provide differentiated support as needed.

* Balanced Literacy

* Curriculum Coaches and CTC coach to support teachers

* Scholastic Leveled Libraries

*HQIM

* Interventionist Support

* Saturday Camps, after school accelerated learning to provide targeted supported to students

* PBIS for staff and students

# Perceptions

**Perceptions Summary**

Desert Hills is an elementary school that prides itself with great customer service and for doing what is best for students. To maintain a positive culture among staff members, staff meets once a month to address concerns and frustrations that they may be facing. It is the goal of DHE to build a strong connection between home and school and build a partnership to ensure student sucess. DHE communicates through Class Dojo at the campus level as well as at the teacher level. All communication such as Blackboard (call outs), flyers, letters are written in both English and in Spanish. We offer parent trainings through our CIS represenative as well as our counselors and coaches.

DHE is committed to enrich our partnerships and inlcude more academic components with parents such as STEM night, Literacy Nights and Math Nights.

The integration of PBIS is the glue that holds all stakeholders together. The PBIS team meets monthly to address attendance, rituals & routines, safety, incentives for students and staff and much more. The core beliefs in PBIS is that students, staff, parents and community members must practice in being safe, resposnsible, and respectful. A monthly calendar is issued to staff to share with students. Our students are reminded daily on how to implement skills and coping skills to be a great well rounded Bobcat.

**Perceptions Strengths**

Parent Communication:

* Progress and Report Cards

* Flyers and Letters

* STEM Night

* Literacy Nights

* Movie Nights with Parents

* Fitness Friday

* Grandparents' Day

* Open House and Parent-Teacher Conferences

* Coffee with the Principal

Communication among Faculty Members:

*Weekly Mail Updates

* Faculty Meetings

* Vertical Meetings

* Weekly PLCs

* Grade Level Meetings

* Google Classroom Resource Pages

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

**Student Data: Student Groups**

- Dyslexia data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

- Parent surveys and/or other feedback

- Parent engagement rate

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

# Goals

**Goal 1:** Desert Hills Elementary will be a model of high standards for student academic excellence.

**Performance Objective 1:** By May 2026, RLA STAAR scores will increase by 10% in each of the Performance Levels (Approaches Meets and Masters)

**Evaluation Data Sources:** STAAR

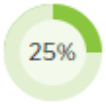
| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 1:** Teacher will receive high-quality, on-going professional learning opportunities grounded in the HQIM, research-based instructional strategies, writing process, ECR/SCR and literacy skills from campus, district, Lead4ward and Region 19.<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Funding Sources:** - 211 ESEA, TI A IMP - 211.13.6218 - $7,444 | 40%<br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 2:** All teachers will implement HMH (HQIM) for Tier 1 and Iready/Amplify(MClass) /Think Up Tier 2 Instruction/WIN Time , teachers will also internalize the lessons during weekly 90 minute PLC's and have the necessary supplemental materials to support implementation (supplies and materials); Extra duty pay for supplemental planning activities and PD included<br>**Staff Responsible for Monitoring:** Campus administrators, teachers, district instructional coordinators<br><br>**Funding Sources:** - 211 ESEA, TI A IMP - $21,300 | 45%<br>Some Progress | | | |

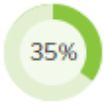
| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 3:** Teachers will use various sources of data to deliver targeted small group instruction and RLA Stations and engage in Data Talks to discuss student growth and achievement.<br><br>**ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | 40%<br>Some Progress | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 4:** Teachers will receive monthly RLA professional development and additional planning time during monthly PD's, Dual Language Planning and SPED planning.<br><br>**Funding Sources:** Teacher Planning - 211 ESEA, TI A IMP - $21,380 | <br>Some Progress | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 5:** DHE will provide RLA accelerated instruction during afterschool tutoring, intersession camps and Saturday School.<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Funding Sources:** Tutoring - 211 ESEA, TI A IMP - $33,000 | <br>Some Progress | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 6:** DHE will provide RLA TEKS aligned enrichment through Book of the Month Activities, Read Across America Week, Bobcat Book Club, Field Trips and Literacy Nights<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br>**Funding Sources:** - 199 GENERAL FUND - 199.11.6494.00.103.0.30 - $1,000, - 211 ESEA, TI A IMP - 211.11.6494 - $5,000 | <br>Some Progress | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 7:** Purchase and replenish instructional materials and STAAR materials to support implementation of HQIM (manipulatives, supplemental resources, reading materials, phonics manipulatives). Supplemental materials, supplies, software, and technology will also be purchased to enhance instructional activities for all students and support instruction. Provide staff with updated technology to support instruction.<br><br>**Funding Sources:** Manipulatives, supplemental resources, reading materials, phonics manipulatives. - 211 ESEA, TI A IMP - 211.11.6399.00.103.6.30 - $15,476, Reading materials - 199 GENERAL FUND - 199 .11.6329.00.103.0.30 - $6,334, Manipulatives, supplemental resources, reading materials, phonics manipulatives - 199 GENERAL FUND - 199.11.6399.00.103.0.30 - $17,947, Technology - 211 ESEA, TI A IMP - 211.11.6383.DE.103.6.30 - $16,100, Student technology - 211 ESEA, TI A IMP - 211.11.6382.DS.103.6.30 - $7,218, Manipulatives, supplemental resources, reading materials, phonics manipulatives for dyslexia - 199 GENERAL FUND - 199.11.6399.00.103.0.37 - $300, Supplies - 199 GENERAL FUND - 199.11.6399.00.103.0.36 - $16,881, - 211 ESEA, TI A IMP - 211.11.6339 - $10,854, - 199 GENERAL FUND - 199.11.6371.00.103.0.36 - $2,000, - 199 GENERAL FUND - 199.11.6394.00.103.0.30 - $1,600 | <br>Some Progress | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 8:** Teachers will deliver instruction that is explicit, including systematic practice with foundational skills to ensure that all students obtain skills needed to become fluent readers. Teachers will also ensure that students engage in regular practice with grade-level, complex text, and developmentally appropriate academic language.<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | <br>Some Progress | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** Desert Hills Elementary will be a model of high standards for student academic excellence.

**Performance Objective 2:** By May 2026, Math STAAR scores will increase by 10% in each of the Performance Levels (Approaches Meets and Masters)

**High Priority**

**Evaluation Data Sources:** STAAR

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 1:** Teachers will receive professional development in the areas of Bluebonnet , Math Stations and Math Interventions from campus, district, Lead4ward and Region 19, US Prep<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Funding Sources:** - 211 ESEA, TI A IMP - 211.13.6218.19 - $6,994 | 40%<br>Some Progress | | | |

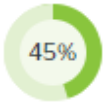
| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 2:** All teachers will implement Bluebonnet (HQIM) for Tier 1 and Iready/Think Up for Tier 2 Instruction/WIN Time, teachers will also internalize the lessons during weekly 90 minute PLC's and have the necessary supplemental materials to support implementation (supplies and materials). | 40%<br>Some Progress | | | |

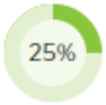
| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 3:** Teachers will use various sources of data to deliver targeted small group instruction and math stations and engage in Data Talks to discuss student growth and achievement.<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | 30%<br>Some Progress | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 4:** Teachers will receive math professional development and additional planning time during Thinking Thursdays, Dual Language Planning and SPED planning, STAAR Math Planning<br><br>**Funding Sources:** - 211 ESEA, TI A IMP - 211.13.6117.19.5.30 - $22,900 | <br>Some Progress | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 5:** DHE will provide math accelerated instruction during afterschool tutoring, intersession camps and Saturday School.<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction<br>**Funding Sources:** - 282 ESSER III - $34,000 | <br>Some Progress | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 6:** DHE will provide Math TEKS aligned enrichment through STEAM nights, field trips and math focused activities.<br><br>**Funding Sources:** - 211 ESEA, TI A IMP - 211.11.6494 - $5,000 | <br>Some Progress | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 7:** Implement daily use of HQIM and Assessments (Summative & Formative) that support learning at appropriate levels of rigor aligned to district planning calendars to include: Bluebonnet , I-Ready, TRS TEKS Specificity, IFD and District Math Framework (Small Group Instruction, Stations, TEKS Based Problem Solving Model ) | <br>Some Progress | | | |

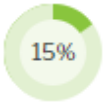
| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 8:** Purchase and replenish instructional materials and STAAR Materials to support implementation of HQIM (manipulatives, supplemental resources, reading materials, phonics manipulatives, online programs).<br><br>**Funding Sources:** IXL LEARNING - 199 GENERAL FUND - 199.11.6395.00.103.0.30 - $7,000 | <br>Some Progress | | | |

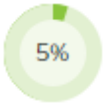
No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** Desert Hills Elementary will be a model of high standards for student academic excellence.

**Performance Objective 3:** By May 2026, Science STAAR scores will increase by 15% in each of the Performance Levels (Approaches Meets and Masters)

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 1:** All teachers will implement Texas Science (HQIM) for Tier 1 and Think Up for Tier 2 Instruction, teachers will also internalize the lessons and have the necessary supplemental materials to support implementation (supplies and materials). |  Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 2:** Teacher will provide students lab instruction according to the Grade level expectations, in the Science Lab (with all necessary supplies and materials)<br>**Funding Sources:** - 211 ESEA, TI A IMP - 211.11.6399 - $14,840 |  Some Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 3:** Teachers will plan field trips aligned to the Science and Social Studies TEKS.<br>**Strategy's Expected Result/Impact:** Science STAAR, Checkpoints<br>**Staff Responsible for Monitoring:** Teachers<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture, Lever 5: Effective Instruction<br>**Funding Sources:** Field trips - 199 GENERAL FUND - 199.11.6494.00.103.0.30 - $2,000, Field trips - 211 ESEA, TI A IMP - 211.11.6494.00.103.5.30 - $5,000, Entry fees - 211 ESEA, TI A IMP - 211.11.6410.00.103.5.30 - $10,000 |  Some Progress | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** Desert Hills Elementary will be a model of high standards for student academic excellence.

**Performance Objective 4:** By May 2026, 90% of EB students will demonstrate a minimum of one proficiency level of growth in their overall composite TELPAS score

**Evaluation Data Sources:** TELPAS

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 1:** Teacher will receive high-quality, on-going professional learning opportunities grounded in the DL Framework, research-based instructional strategies,and literacy skills from campus, district, Lead4ward and Region 19.<br>**Strategy's Expected Result/Impact:** TELPAS<br>**Staff Responsible for Monitoring:** ILT DL teachers<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction | 15%<br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 2:** Will purchase materials and supplies for EB students to increase academic achievement in the 4 core subject areas.<br><br>**Funding Sources:** Materials and supplies - 199 GENERAL FUND - 199.11.6399.00.103.0.25 - $8,342 | 10%<br>Some Progress | | | |

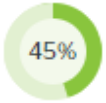
No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** Desert Hills Elementary will be a model of high standards for student academic excellence.

**Performance Objective 5:** By May of 2026, 90 % of SPED students will show a 15% growth in the area of overall achievement on Reading MAP and RLA STAAR

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 1:** Teacher will receive high-quality, on-going professional learning opportunities grounded in the SPED Framework, research-based instructional strategies ,and literacy skills from campus, district, Lead4ward and Region 19.<br>**Strategy's Expected Result/Impact:** Increase in Data for SPED on STAAR<br>**Staff Responsible for Monitoring:** SPED Teachers, Co-Teachers, ILT<br><br>**ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | <br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 2:** SPED Teachers will engage in monthly planning sessions and PD in the area of SPED Instructional Practices and Practices<br>**Strategy's Expected Result/Impact:** STAAR STAAR ALT<br>**Staff Responsible for Monitoring:** SPED Teachers, Co-Teachers, ILT<br><br>**ESF Levers:**<br>Lever 2: Strategic Staffing, Lever 5: Effective Instruction | <br>Some Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 3:** Purchase and replenish instructional materials and personal care supplies for SPED students. Purchase printer and ink for all SPED needs.<br>**Staff Responsible for Monitoring:** SPED Teachers<br><br>**Funding Sources:** - 199 GENERAL FUND - 199.11.6399.103.0.23.PCS - $1,232, - 199 GENERAL FUND - 199.11.6399.00.103.23 - $9,264, - 199 GENERAL FUND - 199.11.6393.00.103.0.23 - $1,300 | <br>Some Progress | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** Desert Hills Elementary will be a model of high standards for student academic excellence.

**Performance Objective 6:** Desert Hills Elementary will utilize the ESF Framework and Effective Instructional Levers to implement a MTSS for students with learning gaps (5.4)

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 1:** The Campus will provide SUPPLEMENTAL SERVICES (paraprofessionals, staff, and teachers) and supplemental instruction (supplemental programs) to students to support and increase student achievement.<br>Support Staff-Instructional Aides (Teacher Assistants)<br>PIC 11<br>PIC 21<br>PIC 22<br>PIC 23<br>PIC24/30<br>PIC 25<br>PIC 31<br>PIC 32<br><br>**ESF Levers:**<br>Lever 2: Strategic Staffing | <br>Moderate Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 2:** Monthly RTI Meetings will be conducted with teachers and MTSS team to discuss student academic and behavior progress<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction | <br>Some Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 3:** GT students will be served through a pull out program that is project based (supplies will be purchased for the projects), purchase testing materials, attend field trips and competitions (transportation included).<br>**Strategy's Expected Result/Impact:** STAAR Results<br>**Staff Responsible for Monitoring:** GT Teachers<br><br>**ESF Levers:**<br>Lever 5: Effective Instruction<br>**Funding Sources:** Registration Fees - 199 GENERAL FUND - 199.11.6410.00.103.0.21 - $650, GT supplies - 199 GENERAL FUND - 199.11.6399.00.103.21 - $850, GT testing materials - 199 GENERAL FUND - 199.11.6339.00.103.21 - $1,717, - 199 GENERAL FUND - 199.11.6494.00.103.0.21 - $166 | 30%<br>Some Progress | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** Desert Hills Elementary will ensure a safe well-disciplined positive learning environment for all students

**Performance Objective 1:** Desert Hills Elementary will create a positive school culture through implementation of explict school wide behavioral expectations and culture routines (3.1)

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 1:** DHE will implement PBIS school wide to promote positive behavior by following the PBIS systems and Matrix including monthly meetings with the PBIS Committee. PBIS matrix will set the behavior expectations that will be followed and PBIS incentives will be used as rewards for positive behavior. (To include purchasing all supporting materials of the PBIS Program,(training, incentives, guest speakers, supplies and attend conferences).<br><br>PBIS supplies for ID card printer and other materials and resources will be required in order to implement the PBIS initiative school wide.<br>**Strategy's Expected Result/Impact:** Increase positive behavior, decrease office referrals.<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | <br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 2:** Teach conflict resolutions and peace paths to build positive relationships and strategies to overcome bullying.<br>**Strategy's Expected Result/Impact:** Student and family surveys and reduce office referrals.<br>**Staff Responsible for Monitoring:** Campus administration and all campus staff.<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** - 211 ESEA, TI A IMP, - 199 GENERAL FUND, - 282 ESSER III | <br>Some Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 3:** Conduct monthly and yearly award ceremonies and to celebrate student success, growth and attendance.<br>**Strategy's Expected Result/Impact:** Improved student achievement. Calendar of events.<br>**Staff Responsible for Monitoring:** Campus administration, counselors<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br>**Funding Sources:** - 199 GENERAL FUND, - 211 ESEA, TI A IMP, - 282 ESSER III | <br>Some Progress | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 4:** Utilize bulletin boards (to be updated monthly) and spaces in the main hallways and grade level hallways to celebrate academic achievements and display student work,<br>**Strategy's Expected Result/Impact:** Positive Environment, Calendar of events<br>**Staff Responsible for Monitoring:** Campus Admin.<br>Teachers<br>Counselor<br>Parents<br>Office Staff<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** - 199 GENERAL FUND, - 211 ESEA, TI A IMP | <br>Some Progress | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** Desert Hills Elementary will ensure a safe well-disciplined positive learning environment for all students

**Performance Objective 2:** Desert Hills Elementary will create, implement and monitor proactive and responsive student support services.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 1:** All students, staff and teachers will have the necessary supplies and materials to provide quality SEL instruction to meet students emotional needs.<br>**Strategy's Expected Result/Impact:** Improve student mental health and decrease office referrals.<br>**Staff Responsible for Monitoring:** PBIS/SEL Lead teacher, campus administration.<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** - 282 ESSER III | <br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 2:** Provide counseling and family services from school counselors and outside agencies to address student's social and emotional learning. (through weekly lessons, targeted groups, individual counseling, parent classes, and responsive services)<br>**Strategy's Expected Result/Impact:** a) Teacher Reports (GL Mtgs)<br>b) Discipline Referral Reports<br>c) Counselor Schedule & Evaluation<br>**Staff Responsible for Monitoring:** Campus Admin.<br>Teachers<br>Counselor<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br>**Funding Sources:** - 199 GENERAL FUND, - 211 ESEA, TI A IMP | <br>Some Progress | | | |

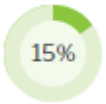
| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 3:** Campus counselors will attend professional development and conferences to learn about research based responsive services.<br>**Strategy's Expected Result/Impact:** Increase in services<br>**Staff Responsible for Monitoring:** Counselors<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br>**Funding Sources:** FOR CONFERENCES - 211 ESEA, TI A IMP - 211.31.6411.00.103.4.30 - $12,800 | <br>Some Progress | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** Desert Hills Elementary will ensure a safe well-disciplined positive learning environment for all students

**Performance Objective 3:** Desert Hills Elementary will involve families and the community to ensure a positive and safe learning environment.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 1:** DHE will promote activities (Red Ribbon week, career week, high school homecoming events, etc. ) to motivate and encourage students to stay drug-free and make good choices.<br>**Strategy's Expected Result/Impact:** Calendar of activities<br>**Staff Responsible for Monitoring:** Campus administration, counselors, pbis/sel teacher.<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br>**Funding Sources:** - 199 GENERAL FUND, - 211 ESEA, TI A IMP, - 282 ESSER III | <br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 2:** Campus will provide monthly opportunities for parent involvement ( Performances, SEL Classes, Festivals, Holiday Events) and establish a parent volunteer program<br>**Strategy's Expected Result/Impact:** Increase in Parental Involvement and Community Interaction, Increase Partners in Ed<br>**Staff Responsible for Monitoring:** Campus Admin and CIS and Events Committee<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br>**Funding Sources:** - 211 ESEA, TI A IMP | <br>Some Progress | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** Desert Hills Elementary will ensure a safe well-disciplined positive learning environment for all students

**Performance Objective 4:** DHE campus leaders will create and implement safety systems. DHE students and staff will participate in activities that will promote greater safety and security.

**High Priority**

**Evaluation Data Sources:** Safety reports to include fire drill and lock down drills.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 1:** Campus Safety Team will meet to review and evaluate safety procedures each semester.<br>**Strategy's Expected Result/Impact:** Upkeep safety systems and adjust if needed.<br>**Staff Responsible for Monitoring:** Safety Administration and safety team.<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** - 211 ESEA, TI A IMP, - 199 GENERAL FUND | <br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 2:** Practice emergency protocols in coordination with local Law Enforcement agencies and Fire Departments. (Fire Drills, Lock Downs).<br>**Strategy's Expected Result/Impact:** Safety/Security Audits/Inspections<br>Calendar of events<br>**Staff Responsible for Monitoring:** Safety Administration and safety team.<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** - 199 GENERAL FUND | <br>Some Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 3:** Train staff, parents and students on safety (Emergency Response Protocols) and visitor procedures, pick-up/ drop-off procedures. Annual safety meeting for parents, staff and students on Emergency Response Protocols. Flyers and Class Dojo post on visitor procedures and pick-up/drop-off procedures will be sent out annually and as modifications are made.<br>**Strategy's Expected Result/Impact:** Safety/Security Audits/Inspections<br>**Staff Responsible for Monitoring:** Campus administration, campus safety team, tech coach.<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** - 199 GENERAL FUND | <br>Some Progress | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** Desert Hills Elementary will ensure a safe well-disciplined positive learning environment for all students

**Performance Objective 5:** To promote a positive learning environment, the building and surrounding areas will be maintained well and repairs will be performed as needed with equipment that is in good condition.

**Evaluation Data Sources:** Work orders and droplet orders.

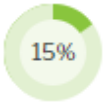
| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 1:** Work with district maintenance personnel to ensure that accessible areas (doors, windows, roof access and utility rooms) are maintained and repaired as necessary.<br>**Strategy's Expected Result/Impact:** Safety/security audits/inspections<br>**Staff Responsible for Monitoring:** Campus admin, security, maintenance<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** - 199 GENERAL FUND | <br>Moderate Progress | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** Desert Hills Elementary will ensure a safe well-disciplined positive learning environment for all students

**Performance Objective 6:** Students will receive additional Enrichment opportunities to excel inside and outside of the classroom

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 1:** DHE will provide a quality music program for students in Pre-K through 5th grade. The music teacher will incorporate Quaver Music Curriculum into her daily lessons. Purchase instruments for students to learn rhythm and music students will acquire fine motor skills. Teachers will plan field trips aligned to music.<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br>**Funding Sources:** Transportation - 211 ESEA, TI A IMP - 211.11.6494.00.103.5.30 - $5,000 | <br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 2:** DHE will provide all students with educational enrichment through our Makerspace, UIL Program, Elementary NJHS, Robotics Competitions and E-Sports Competitions , Supplies, Materials and Registrations will be purchased to support program implementation.<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction<br>**Funding Sources:** Entry/Registration fees - 281 TITLE IV, PART A SSAEP - 281.11.6410.RB.103.6.30.HCD - $1,650, - 281 TITLE IV, PART A SSAEP - 281.11.6412.RB.103.6.30.HCD - $672, Supplies - 281 TITLE IV, PART A SSAEP - 281.11.6399.RB.103.6.30.HCD - $1,784, Transportation - 281 TITLE IV, PART A SSAEP - 281.11.6494.RB.103.6.30.HCD - $150, - 211 ESEA, TI A IMP - 211.11.6494.00.103.6.30 - $4,000 | <br>Some Progress | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3:** Desert Hills Elementary will operate efficiently being fiscally responsible.

**Performance Objective 1:** Desert Hills will maintain a daily attendance rate of 97%

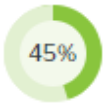
**Evaluation Data Sources:** Increase in attendance, Weekly Attendance Reports, Daily Absence Reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 1:** Maintain ADA above 96% with a target of 96.5% by providing incentives and recognition for short and long term attendance.<br>**Strategy's Expected Result/Impact:** Increase in attendance, Weekly Attendance Reports, Daily Absence Reports<br>**Staff Responsible for Monitoring:** Campus Admin.<br>Teachers | 25%<br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 2:** Provide a positive learning environment that promotes daily attendance along with incentives that reinforce daily attendance.<br>**Strategy's Expected Result/Impact:** a) Campus Surveys<br>**Staff Responsible for Monitoring:** All Campus Staff<br><br>**Funding Sources:** Student Awards - 199 GENERAL FUND - 199 E 11 6498 00 103 0 99 - $6,000 | 40%<br>Some Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 3:** Educate parents/guardians to the importance of daily attendance, compulsory attendance laws, and how to prevent disease and illnesses<br>**Strategy's Expected Result/Impact:** a) Campus Surveys<br>b) Communication Portfolio<br>**Staff Responsible for Monitoring:** Campus Admin.<br>Teachers<br>Office Staff<br>Nurse<br>Counselor | 15%<br>Some Progress | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 4:** Use weekly, 9 week, semester, and year end incentives for students that achieve perfect attendance (free dress, extra time for lunch, coupons, pencils, certificates, and prizes)<br>**Strategy's Expected Result/Impact:** a) Communication Portfolio<br>b) Purchase Order Reports<br>c) PEIMS Reports<br>**Staff Responsible for Monitoring:** Campus Admin.<br>Teachers<br>Counselor<br>Office Staff<br><br>**Funding Sources:** Student Awards - 199 GENERAL FUND - 199 E 11 6498 00 103 0 99 - $6,000 | <br>Some Progress | | | |

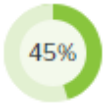
| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 5:** Admin. meet with parents for compulsory attendance/tardy related issues. Work with parents through campus resources to provided assistance if needed to improve attendance.<br>**Strategy's Expected Result/Impact:** a) Sign In logs<br>b) Meeting/Warning Letter Copies<br>**Staff Responsible for Monitoring:** Campus Admin.<br>Teachers<br>Nurse | <br>Some Progress | | | |

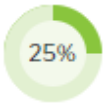
 No Progress  Accomplished  Continue/Modify  Discontinue

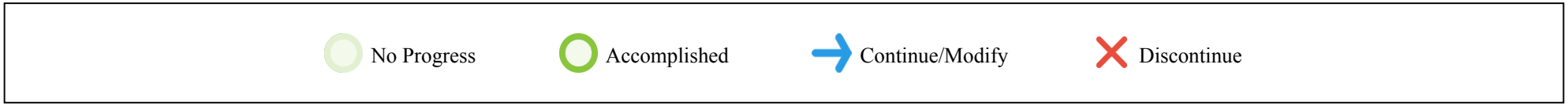
**Goal 4:** At Desert Hills Elementary all students will be taught by highly qualified teachers while becoming the employer of choice in order to seek and retain effective personnel.

**Performance Objective 1:** Desert Hills Elementary will recruit, select, assign, induct, and retain a full staff of highly qualified educators.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 1:** Recruit and interview teacher and paraprofessional candidates who are certified for available position, all interviews will include teachers and/or support staff<br>**Strategy's Expected Result/Impact:** Staff campus with most qualified personnel<br>**Staff Responsible for Monitoring:** Campus Admin<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 2: Strategic Staffing | <br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 2:** All teachers will maintain the appropriate certifications for their grade level and subject, teachers in grades K-3 will have their STR certification or completed Texas Reading Academies<br>**Strategy's Expected Result/Impact:** 100% Certified Teachers<br>**Staff Responsible for Monitoring:** Campus Admin<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 2: Strategic Staffing | <br>Some Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 3:** Send Teachers and members of ILT/Administration to conferences and professional development to be able to implement and train on HQIM , address the needs of special populations (SPED, DL, Military, GT) and educational technology.<br>**Strategy's Expected Result/Impact:** Increase in STAAR Scores<br>**Staff Responsible for Monitoring:** Teachers and ILT<br><br>**Funding Sources:** - 199 GENERAL FUND - 199 .13.6411.00.103.0.25 - $1,400, - 199 GENERAL FUND - 199.13.6239.00.103.0.30 - $1,700, - 199 GENERAL FUND - 199.13.6239.00.103.0.36 - $2,000, - 199 GENERAL FUND - 199.13.6239.00.103.0.23 - $1,000, - 211 ESEA, TI A IMP - 211.13.6239.00.103.6.30 - $5,000 | <br>Some Progress | | | |


No Progress
Accomplished
Continue/Modify
Discontinue

**Goal 4:** At Desert Hills Elementary all students will be taught by highly qualified teachers while becoming the employer of choice in order to seek and retain effective personnel.

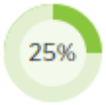
**Performance Objective 2:** Work with US Prep to train our LDF positions in campus initiatives and purchase materials to support their coaching cycle.

**Goal 5:** Desert Hills Elementary will include parents, community, and business members in the education of all students.

**Performance Objective 1:** Desert Hills Elementary engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including their child's college and career preparation and postsecondary success.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 1:** DHE will host various events to engage and help parents understand their child's academic progress and how they can assist their child at home (Meet the Teacher Night, Fall and Spring Open House, Literacy Night and STEAM night) Provide Parents with workshops as well. (Light refreshments will be provided.)<br>**Strategy's Expected Result/Impact:** Increase of Academic Achievement, Higher Attendance and Positive Home to School Relationships<br>**Staff Responsible for Monitoring:** Teachers, Campus Admin, CORE Team<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br>**Funding Sources:** Hospitality - 211 ESEA, TI A IMP - 211.61.6496.P2 - $2,619, Contracted Services - 211 ESEA, TI A IMP - 211.61.6299.P2 - $1,200, Supplies - 211 ESEA, TI A IMP - 211.61.6399.P2 - $2,460, READING MATERIALS - 211 ESEA, TI A IMP - 211.61.6329.P2 - $664.08 | 25%<br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 2:** DHE will provide opportunities for families to learn how to model and practice SEL with their children to support the improved academic outcome and social behavior. (Classes and Information Provided)<br>**Strategy's Expected Result/Impact:** Increase in academic and social behaviors<br>**Staff Responsible for Monitoring:** Campus Admin, Teachers, CIS, Counselors, SEL/PBIS<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br>**Funding Sources:** - 211 ESEA, TI A IMP | 20%<br>Some Progress | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 3:** DHE Teachers and staff will inform parents of student progress through timely conferences, notes, progress reports, Skyward Parent Portal, and phone calls<br>**Strategy's Expected Result/Impact:** a) Survey Data<br>**Staff Responsible for Monitoring:** Campus Admin and Teachers<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction<br>**Funding Sources:** - 211 ESEA, TI A IMP | <br>Some Progress | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 5:** Desert Hills Elementary will include parents, community, and business members in the education of all students.

**Performance Objective 2:** DHE will ensure multiple communication strategies with families are integrated into teacher roles and responsibilities.

**Evaluation Data Sources:** Teacher Roles and Responsibilities

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 1:** DHE will communicate with SMORE newsletters, website, Social Media, Class Dojo, agendas, call outs, marquee, and flyers to provide parents with events, successes, and information which will be in English and Spanish<br>**Strategy's Expected Result/Impact:** a) Survey Data<br>b) Communication Portfolio<br>**Staff Responsible for Monitoring:** Campus Admin.<br>Teachers<br>Nurse<br>Counselor<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | <br>Some Progress | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Sept | Nov | Feb | May |
| **Strategy 2:** DHE Teachers will communicate parents regarding grades, attendance, behavior (positive and desired) and student progress, through phone calls, emails, conferences or notes home on a consistent basis<br>**Strategy's Expected Result/Impact:** Increase in attendance and achievement<br>**Staff Responsible for Monitoring:** Teachers Campus Admin<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture, Lever 5: Effective Instruction<br>**Funding Sources:** - 199 GENERAL FUND, - 211 ESEA, TI A IMP | <br>Some Progress | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

# State Compensatory

## Budget for Desert Hills Elementary

**Total SCE Funds:** $197,366.15
**Total FTEs Funded by SCE:** 7
**Brief Description of SCE Services and/or Programs**

Coding of At Risk Students Clint ISD uses the At-Risk Criteria to code students and benefit from the SCE program. The campus administration will ensure that all students, who meet At-Risk Criteria, are coded in the appropriate PEIMS submission. The PEIMS department reviews the criteria annually, and ensures all criteria are reviewed and submitted into the student data system – SKYWARD. Annual PEIMS Reviews ensure the coding is correct. Student Supports At all levels, staff are put in place to provide student supports and accelerated instruction. At the Elementary School Level, the district has funded curriculum coach positions and campuses have allocated funding for supplemental resources, extra duty pay for tutoring and travel for staff to gain knowledge of how best to support students. Elementary campuses also fund a Technology Coach to assist teachers and students with integrating technology to support instructional needs. Activities and Support Programs All district campuses conduct intervention programs to strengthen student academic skills. Campuses, at all levels, use SCE funds for extra duty pay for tutoring which will occur before, after-school and on Saturdays. The district also may use SCE funds for intersession. All campuses place SCE funding for resources to support intervention programs. These programs are designed to compliment the regular education program and offer additional supports for students who meet the SCE criteria. Data Review and Program Evaluation The campus and district teams, review student academic data after formative and summative assessments have been administered to ensure the success of programs, use of resources and effectiveness of staff. The Federal Programs annually evaluates the programs, staff, and activities funded through the SCE program. Campuses ensure that all activities are funded with the appropriate SCE funds which are actually entered into strategies of the CIP and DIP.

## Personnel for Desert Hills Elementary

| Name | Position | FTE |
|---|---|---|
| ALBA, NANCY ARELY | INST AIDE | 1 |
| BASURTO, JESSICA JOSEFINA | INST AIDE | 1 |
| CHAVEZ, OMAR | INST AIDE | 1 |
| MALDONADO, MELANIE M | INST AIDE SPED SELF-CONTAINED | 1 |
| PATRICIA RIVERA | INST AIDE | 1 |
| PEDROZA, GRISELDA | INST AIDE | 1 |
| ROBY, MARIA SOLEDAD | INST AIDE | 1 |

# Title I

# Campus Funding Summary

| 199 GENERAL FUND | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 6 | | 199.11.6494.00.103.0.30 | $1,000.00 |
| 1 | 1 | 7 | Manipulatives, supplemental resources, reading materials, phonics manipulatives | 199.11.6399.00.103.0.30 | $17,947.00 |
| 1 | 1 | 7 | Manipulatives, supplemental resources, reading materials, phonics manipulatives for dyslexia | 199.11.6399.00.103.0.37 | $300.00 |
| 1 | 1 | 7 | | 199.11.6394.00.103.0.30 | $1,600.00 |
| 1 | 1 | 7 | Reading materials | 199 .11.6329.00.103.0.30 | $6,334.00 |
| 1 | 1 | 7 | Supplies | 199.11.6399.00.103.0.36 | $16,881.00 |
| 1 | 1 | 7 | | 199.11.6371.00.103.0.36 | $2,000.00 |
| 1 | 2 | 8 | IXL LEARNING | 199.11.6395.00.103.0.30 | $7,000.00 |
| 1 | 3 | 3 | Field trips | 199.11.6494.00.103.0.30 | $2,000.00 |
| 1 | 4 | 2 | Materials and supplies | 199.11.6399.00.103.0.25 | $8,342.00 |
| 1 | 5 | 3 | | 199.11.6393.00.103.0.23 | $1,300.00 |
| 1 | 5 | 3 | | 199.11.6399.103.0.23.PCS | $1,232.00 |
| 1 | 5 | 3 | | 199.11.6399.00.103.23 | $9,264.00 |
| 1 | 6 | 3 | | 199.11.6494.00.103.0.21 | $166.00 |
| 1 | 6 | 3 | GT supplies | 199.11.6399.00.103.21 | $850.00 |
| 1 | 6 | 3 | Registration Fees | 199.11.6410.00.103.0.21 | $650.00 |
| 1 | 6 | 3 | GT testing materials | 199.11.6339.00.103.21 | $1,717.00 |
| 2 | 1 | 2 | | | $0.00 |
| 2 | 1 | 3 | | | $0.00 |
| 2 | 1 | 4 | | | $0.00 |
| 2 | 2 | 2 | | | $0.00 |
| 2 | 3 | 1 | | | $0.00 |
| 2 | 4 | 1 | | | $0.00 |
| 2 | 4 | 2 | | | $0.00 |
| 2 | 4 | 3 | | | $0.00 |

| 199 GENERAL FUND | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 2 | 5 | 1 | | | $0.00 |
| 3 | 1 | 2 | Student Awards | 199 E 11 6498 00 103 0 99 | $6,000.00 |
| 3 | 1 | 4 | Student Awards | 199 E 11 6498 00 103 0 99 | $6,000.00 |
| 4 | 1 | 3 | | 199.13.6239.00.103.0.36 | $2,000.00 |
| 4 | 1 | 3 | | 199.13.6239.00.103.0.23 | $1,000.00 |
| 4 | 1 | 3 | | 199.13.6239.00.103.0.30 | $1,700.00 |
| 4 | 1 | 3 | | 199 .13.6411.00.103.0.25 | $1,400.00 |
| 5 | 2 | 2 | | | $0.00 |
| | | | | **Sub-Total** | $96,683.00 |

| 211 ESEA, TI A IMP | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | | 211.13.6218 | $7,444.00 |
| 1 | 1 | 2 | | | $21,300.00 |
| 1 | 1 | 4 | Teacher Planning | | $21,380.00 |
| 1 | 1 | 5 | Tutoring | | $33,000.00 |
| 1 | 1 | 6 | | 211.11.6494 | $5,000.00 |
| 1 | 1 | 7 | Technology | 211.11.6383.DE.103.6.30 | $16,100.00 |
| 1 | 1 | 7 | Student technology | 211.11.6382.DS.103.6.30 | $7,218.00 |
| 1 | 1 | 7 | Manipulatives, supplemental resources, reading materials, phonics manipulatives. | 211.11.6399.00.103.6.30 | $15,476.00 |
| 1 | 1 | 7 | | 211.11.6339 | $10,854.00 |
| 1 | 2 | 1 | | 211.13.6218.19 | $6,994.00 |
| 1 | 2 | 4 | | 211.13.6117.19.5.30 | $22,900.00 |
| 1 | 2 | 6 | | 211.11.6494 | $5,000.00 |
| 1 | 3 | 2 | | 211.11.6399 | $14,840.00 |
| 1 | 3 | 3 | Field trips | 211.11.6494.00.103.5.30 | $5,000.00 |
| 1 | 3 | 3 | Entry fees | 211.11.6410.00.103.5.30 | $10,000.00 |
| 2 | 1 | 2 | | | $0.00 |
| 2 | 1 | 3 | | | $0.00 |
| 2 | 1 | 4 | | | $0.00 |

| 211 ESEA, TI A IMP | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 2 | 2 | 2 | | | $0.00 |
| 2 | 2 | 3 | FOR CONFERENCES | 211.31.6411.00.103.4.30 | $12,800.00 |
| 2 | 3 | 1 | | | $0.00 |
| 2 | 3 | 2 | | | $0.00 |
| 2 | 4 | 1 | | | $0.00 |
| 2 | 6 | 1 | Transportation | 211.11.6494.00.103.5.30 | $5,000.00 |
| 2 | 6 | 2 | | 211.11.6494.00.103.6.30 | $4,000.00 |
| 4 | 1 | 3 | | 211.13.6239.00.103.6.30 | $5,000.00 |
| 5 | 1 | 1 | Contracted Services | 211.61.6299.P2 | $1,200.00 |
| 5 | 1 | 1 | Supplies | 211.61.6399.P2 | $2,460.00 |
| 5 | 1 | 1 | READING MATERIALS | 211.61.6329.P2 | $664.08 |
| 5 | 1 | 1 | Hospitality | 211.61.6496.P2 | $2,619.00 |
| 5 | 1 | 2 | | | $0.00 |
| 5 | 1 | 3 | | | $0.00 |
| 5 | 2 | 2 | | | $0.00 |
| | | | | **Sub-Total** | $236,249.08 |

| 281 TITLE IV, PART A SSAEP | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 2 | 6 | 2 | Supplies | 281.11.6399.RB.103.6.30.HCD | $1,784.00 |
| 2 | 6 | 2 | Transportation | 281.11.6494.RB.103.6.30.HCD | $150.00 |
| 2 | 6 | 2 | | 281.11.6412.RB.103.6.30.HCD | $672.00 |
| 2 | 6 | 2 | Entry/Registration fees | 281.11.6410.RB.103.6.30.HCD | $1,650.00 |
| | | | | **Sub-Total** | $4,256.00 |

| 282 ESSER III | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 5 | | | $34,000.00 |
| 2 | 1 | 2 | | | $0.00 |
| 2 | 1 | 3 | | | $0.00 |
| 2 | 2 | 1 | | | $0.00 |
| 2 | 3 | 1 | | | $0.00 |

| 282 ESSER III | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | **Sub-Total** | $34,000.00 |

# Addendums

**Desert Hills Elementary School: Performance Objective Analysis**

| Performance Objective | 2015 Performance Level | 2016 Performance Level | 2017 Performance Level | Gain/Loss |
|---|---|---|---|---|
| **1. Attendance** | | | | |
| ***All Students*** | 96.60% | | 96.39% | |
| **STAAR Reading** | | | | |
| ***All Students*** | 78% | 77% | 73% | -4 |
| Hispanic | 77% | 77% | 73% | -4 |
| African American | 82% | 89% | 75% | -14 |
| White | 87% | 70% | 72% | +2 |
| Economically Disadvantaged | 76% | 74% | 70% | -4 |
| Limited English Proficient | 64% | 61% | 66% | +5 |
| Special Education | 35% | 42% | 23% | -19 |
| **3. STAAR Mathematics** | | | | |
| ***All Students*** | 83% | 87% | 81% | -6 |
| African American | 82% | 100% | 75% | -25 |
| Hispanic | 83% | 88% | 81% | -7 |
| White | 89% | 78% | 77% | -1 |
| Economically Disadvantaged | 83% | 87% | 79% | -8 |
| Limited English Proficient | 78% | 82% | 79% | -3 |
| Special Education | 53% | 58% | 36% | -22 |
| **3. STAAR Science** | | | | |
| ***All Students*** | 73% | 88% | 83% | -5 |
| African American | - | 100% | 67% | -33 |
| Hispanic | 72% | 89% | 82% | -7 |
| White | 93% | 69% | 100% | +31 |
| Economically Disadvantaged | 70% | 86% | 81% | -5 |
| Limited English Proficient | 46% | 71% | 75% | -4 |
| Special Education | 56% | 67% | 29% | -38 |
| **4. STAAR Writing** | | | | |
| ***All Students*** | 77% | 80% | 60% | -20 |
| Hispanic | 76% | 81% | 61% | -20 |
| African American | - | - | - | - |
| White | 87% | 67% | 50% | -17 |
| Economically Disadvantaged | 74% | 79% | 54% | -25 |
| Limited English Proficient | 70% | 67% | 52% | -15 |
| Special Education | 26% | 41% | 11% | -30 |

Together... We Build Tomorrow!

# Clint Independent School District
## Spring 2018 STAAR 3-5 Results Compared To Spring 2017 STAAR 3-5 Results
**STAAR Alternate 2 Not Included*

### Grade 3 Math
*English & Spanish Combined*

| | 2018 Total Students | 2018 Approaches GL | 2018 Meets GL | 2018 Masters GL | 2017 Total Students | 2017 Approaches GL | 2017 Meets GL | 2017 Masters GL | Gain or Loss |
|---|---|---|---|---|---|---|---|---|---|
| CTW | 122 | **74.59%** | 40.16% | 20.49% | 138 | **70.29%** | 39.86% | 22.46% | 4.3% |
| DHE | 164 | **66.46%** | 33.54% | 10.98% | 162 | **69.75%** | 43.83% | 20.99% | -3.3% |
| FME | 167 | **68.86%** | 42.52% | 22.75% | 161 | **70.19%** | 39.13% | 19.88% | -1.3% |
| MVE | 107 | **56.07%** | 28.97% | 12.15% | 101 | **85.15%** | 48.51% | 22.77% | -29.1% |
| RSE | 115 | **89.57%** | 57.39% | 26.09% | 123 | **80.49%** | 56.10% | 29.27% | 9.1% |
| WDS | 161 | **66.46%** | 37.27% | 16.77% | 157 | **75.16%** | 38.85% | 17.20% | -8.7% |
| District | 836 | **69.98%** | 39.71% | 18.06% | 842 | **74.35%** | 43.71% | 21.73% | -4.4% |

### Grade 3 Reading
*English & Spanish Combined*

| | 2018 Total Students | 2018 Approaches GL | 2018 Meets GL | 2018 Masters GL | 2017 Total Students | 2017 Approaches GL | 2017 Meets GL | 2017 Masters GL | Gain or Loss |
|---|---|---|---|---|---|---|---|---|---|
| CTW | 122 | **68.85%** | 30.33% | 15.57% | 138 | **51.45%** | 25.36% | 14.49% | 17.4% |
| DHE | 164 | **70.12%** | 33.54% | 10.37% | 162 | **68.52%** | 40.12% | 25.93% | 1.6% |
| FME | 167 | **61.08%** | 20.96% | 10.18% | 162 | **53.7%** | 25.31% | 14.81% | 7.4% |
| MVE | 107 | **56.07%** | 16.82% | 7.48% | 100 | **71%** | 42.00% | 19.00% | -14.9% |
| RSE | 115 | **82.61%** | 39.13% | 20.87% | 123 | **73.17%** | 40.65% | 26.02% | 9.4% |
| WDS | 161 | **68.52%** | 32.10% | 13.58% | 159 | **69.18%** | 33.96% | 15.72% | -0.7% |
| District | 836 | **67.74%** | 28.91% | 12.78% | 844 | **63.98%** | 34.00% | 19.19% | 3.8% |

### Grade 4 Math
*English & Spanish Combined*

| | 2018 Total Students | 2018 Approaches GL | 2018 Meets GL | 2018 Masters GL | 2017 Total Students | 2017 Approaches GL | 2017 Meets GL | 2017 Masters GL | Gain or Loss |
|---|---|---|---|---|---|---|---|---|---|
| CTW | 137 | **70.80%** | 34.31% | 18.98% | 153 | **49.67%** | 21.57% | 6.54% | 21.1% |
| DHE | 158 | **77.22%** | 43.04% | 20.89% | 183 | **73.22%** | 45.36% | 21.31% | 4.0% |
| FME | 187 | **57.22%** | 23.53% | 9.09% | 181 | **58.01%** | 30.94% | 14.92% | -0.8% |
| MVE | 100 | **82.00%** | 54.00% | 31.00% | 113 | **65.49%** | 30.97% | 17.70% | 16.5% |
| RSE | 114 | **73.68%** | 41.23% | 21.05% | 116 | **75%** | 39.66% | 16.38% | -1.3% |
| WDS | 168 | **63.10%** | 30.36% | 10.71% | 169 | **57.99%** | 30.77% | 18.93% | 5.1% |
| District | 864 | **69.21%** | 36.00% | 17.25% | 915 | **62.73%** | 33.33% | 16.07% | 6.5% |

### Grade 4 Reading
*English & Spanish Combined*

| | 2018 Total Students | 2018 Approaches GL | 2018 Meets GL | 2018 Masters GL | 2017 Total Students | 2017 Approaches GL | 2017 Meets GL | 2017 Masters GL | Gain or Loss |
|---|---|---|---|---|---|---|---|---|---|
| CTW | 137 | **58.39%** | 28.47% | 8.76% | 153 | **54.9%** | 26.14% | 10.46% | 3.5% |
| DHE | 158 | **63.92%** | 37.34% | 15.82% | 182 | **63.74%** | 31.32% | 16.48% | 0.2% |
| FME | 187 | **43.32%** | 19.25% | 8.56% | 181 | **51.38%** | 25.97% | 12.71% | -8.1% |
| MVE | 100 | **64.00%** | 36.00% | 15.00% | 113 | **51.33%** | 22.12% | 12.39% | 12.7% |
| RSE | 114 | **67.54%** | 40.35% | 18.42% | 116 | **60.34%** | 32.76% | 10.34% | 7.2% |
| WDS | 168 | **57.74%** | 28.57% | 10.71% | 169 | **52.66%** | 23.08% | 13.61% | 5.1% |
| District | 864 | **57.87%** | 30.56% | 12.38% | 914 | **55.8%** | 29.91% | 12.91% | 2.1% |

### Grade 4 Writing
*English & Spanish Combined*

| | 2018 Total Students | 2018 Approaches GL | 2018 Meets GL | 2018 Masters GL | 2017 Total Students | 2017 Approaches GL | 2017 Meets GL | 2017 Masters GL | Gain or Loss |
|---|---|---|---|---|---|---|---|---|---|
| CTW | 137 | **59.12%** | 29.20% | 3.65% | 151 | **50.33%** | 23.18% | 3.31% | 8.8% |
| DHE | 158 | **63.29%** | 31.65% | 4.43% | 183 | **60.11%** | 29.51% | 5.46% | 3.2% |
| FME | 186 | **53.23%** | 27.96% | 3.23% | 180 | **54.44%** | 19.44% | 5.56% | -1.2% |
| MVE | 99 | **59.60%** | 37.37% | 6.06% | 114 | **60.53%** | 22.81% | 5.26% | -0.9% |
| RSE | 113 | **63.72%** | 35.40% | 3.54% | 113 | **61.06%** | 18.58% | 1.77% | 2.7% |
| WDS | 167 | **50.90%** | 29.34% | 4.79% | 169 | **57.4%** | 24.85% | 4.14% | -6.5% |
| District | 860 | **57.67%** | 31.16% | 4.19% | 910 | **57.03%** | 23.41% | 4.40% | 0.6% |

### Grade 5 Math
*English & Spanish Combined*
*First and Second Administration Results*

| | 2018 Total Students | 2018 Approaches GL | 2018 Meets GL | 2018 Masters GL | 2017 Total Students | 2017 Approaches GL | 2017 Meets GL | 2017 Masters GL | Gain or Loss |
|---|---|---|---|---|---|---|---|---|---|
| CTW | 154 | **81.17%** | 45.45% | 21.43% | 152 | **89.47%** | 44.74% | 17.11% | -8.3% |
| DHE | 187 | **87.70%** | 51.34% | 18.72% | 178 | **96.63%** | 70.22% | 36.52% | -8.9% |
| FME | 182 | **87.36%** | 41.76% | 20.33% | 165 | **79.39%** | 32.12% | 15.15% | 8.0% |
| MVE | 115 | **79.13%** | 42.61% | 13.91% | 110 | **79.09%** | 40.00% | 17.27% | 0.0% |
| RSE | 116 | **93.10%** | 59.48% | 29.31% | 123 | **87.8%** | 43.90% | 21.14% | 5.3% |
| WDS | 169 | **84.62%** | 52.07% | 24.26% | 155 | **84.52%** | 50.32% | 25.16% | 0.1% |
| District | 923 | **85.59%** | 48.54% | 21.24% | 883 | **86.64%** | 47.79% | 22.65% | -1.1% |

### Grade 5 Reading
*English & Spanish Combined*
*First and Second Administration Results*

| | 2018 Total Students | 2018 Approaches GL | 2018 Meets GL | 2018 Masters GL | 2017 Total Students | 2017 Approaches GL | 2017 Meets GL | 2017 Masters GL | Gain or Loss |
|---|---|---|---|---|---|---|---|---|---|
| CTW | 155 | **63.23%** | 29.68% | 6.45% | 152 | **71.71%** | 41.45% | 19.08% | -8.5% |
| DHE | 187 | **75.40%** | 37.97% | 14.44% | 178 | **86.52%** | 48.88% | 25.28% | -11.1% |
| FME | 182 | **71.43%** | 39.56% | 16.48% | 165 | **65.45%** | 26.67% | 9.70% | 6.0% |
| MVE | 115 | **66.96%** | 26.96% | 7.83% | 110 | **70.91%** | 31.82% | 20.00% | -4.0% |
| RSE | 116 | **77.59%** | 44.83% | 17.24% | 124 | **70.97%** | 31.45% | 15.32% | 6.6% |
| WDS | 169 | **66.86%** | 37.87% | 14.79% | 155 | **70.97%** | 35.48% | 20.00% | -4.1% |
| District | 924 | **70.24%** | 36.36% | 13.10% | 884 | **73.19%** | 36.54% | 18.33% | -3.0% |

### Grade 5 Science
*English & Spanish Combined*

| | 2018 Total Students | 2018 Approaches GL | 2018 Meets GL | 2018 Masters GL | 2017 Total Students | 2017 Approaches GL | 2017 Meets GL | 2017 Masters GL | Gain or Loss |
|---|---|---|---|---|---|---|---|---|---|
| CTW | 154 | **63.64%** | 26.62% | 7.79% | 150 | **65.33%** | 26.00% | 4.67% | -1.7% |
| DHE | 186 | **72.58%** | 34.41% | 10.22% | 176 | **82.39%** | 52.27% | 20.45% | -9.8% |
| FME | 181 | **58.01%** | 25.41% | 8.29% | 165 | **56.36%** | 18.18% | 7.27% | 1.7% |
| MVE | 115 | **55.65%** | 22.61% | 4.35% | 110 | **64.55%** | 30.91% | 14.55% | -8.9% |
| RSE | 115 | **78.26%** | 41.74% | 13.91% | 123 | **70.73%** | 31.71% | 19.51% | 7.5% |
| WDS | 169 | **57.40%** | 24.26% | 8.88% | 153 | **69.28%** | 39.22% | 14.38% | -11.9% |
| District | 920 | **64.02%** | 28.91% | 8.91% | 877 | **68.42%** | 33.52% | 13.34% | -4.4% |

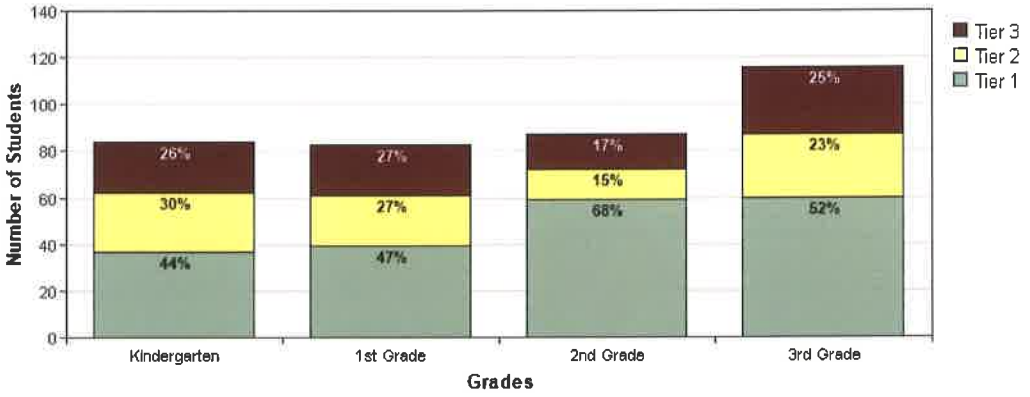
# Executive Summary

## in September for Desert Hills Elementary School

at Clint ISD - 2017/2018 School Year
as of Tue Jun 19 2018 08:27:08 AM (-06:00)

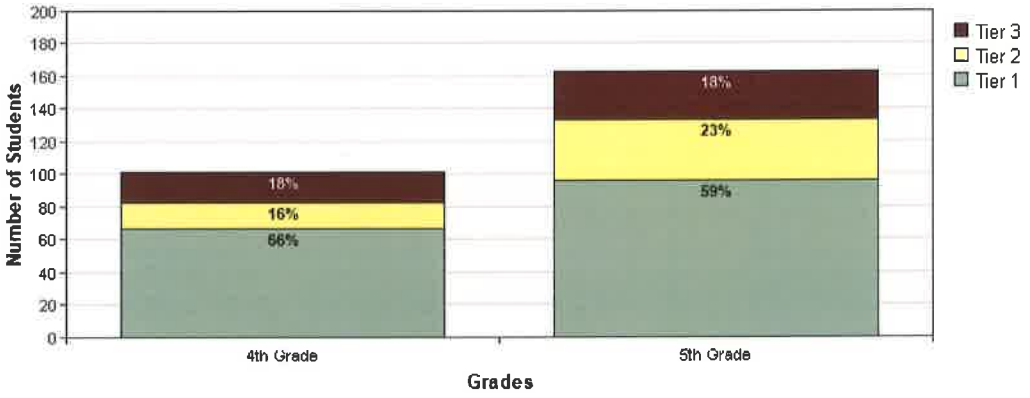
Below you will find ISIP™ data from **Desert Hills Elementary School** that has been collected for **September**. The students' score is used as the dividing line to determine students potentially at risk.

**ISIP Early Reading Summary (September 2017)**



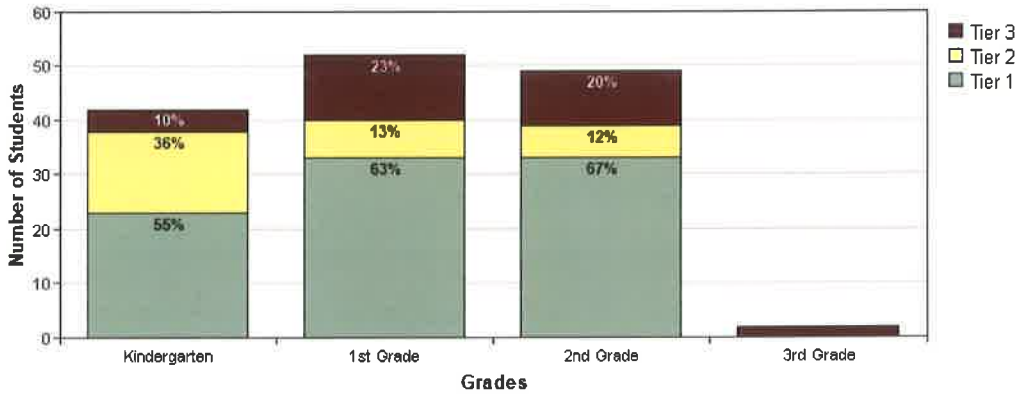

Total number of students who have been assessed using **ISIP Early Reading** in September: 370

**ISIP Advanced Reading Summary (September 2017)**



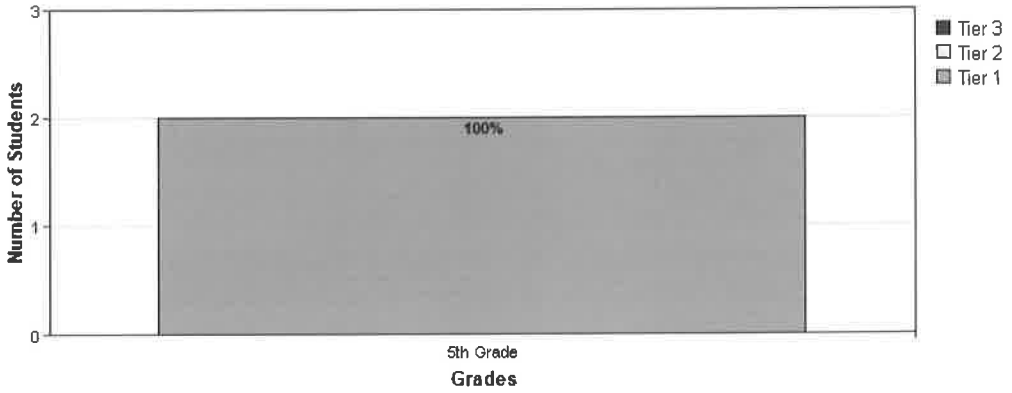

Total number of students who have been assessed using **ISIP Advanced Reading** in September: 264

**ISIP Lectura Temprana Summary (September 2017)**



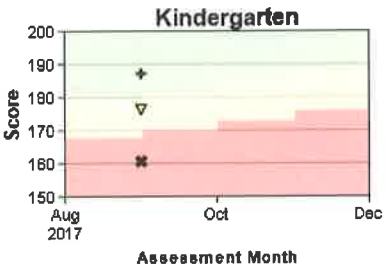

Total number of students who have been assessed using **ISIP Lectura Temprana** in September: 145

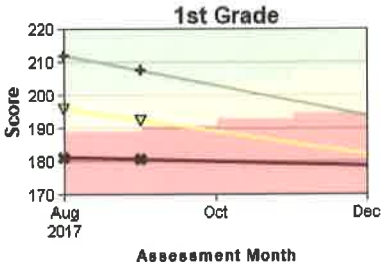
## ISIP Lectura Avanzada Summary (September 2017)

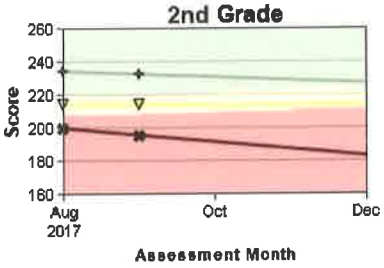


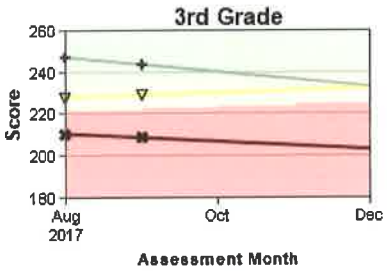

Total number of students who have been assessed using **ISIP Lectura Avanzada** in September: 2

# ISIP Early Reading - Skill Growth by Tier Level - Overall Reading



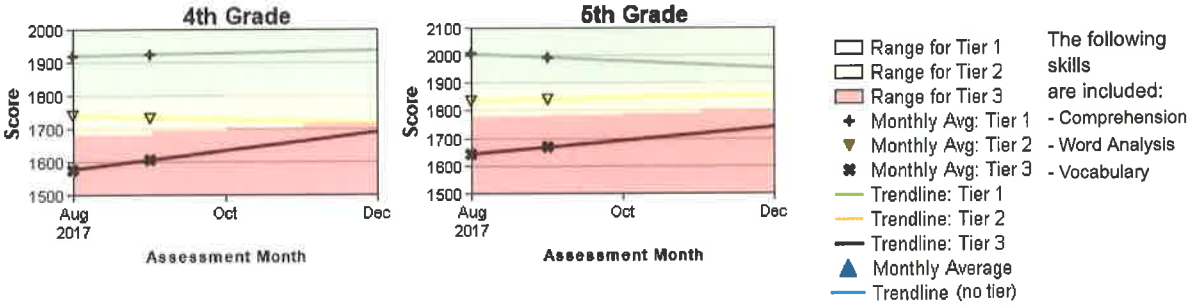



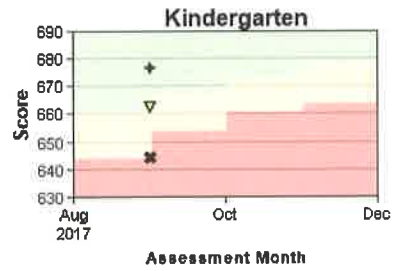

Range for Tier 1
Range for Tier 2
Range for Tier 3
Monthly Avg: Tier 1
Monthly Avg: Tier 2
Monthly Avg: Tier 3
Trendline: Tier 1
Trendline: Tier 2
Trendline: Tier 3
Monthly Average
Trendline (no tier)

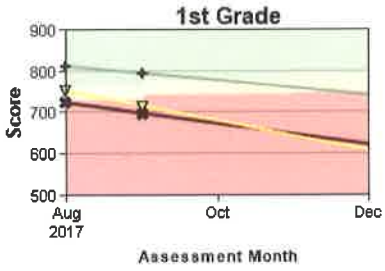
The following skills are included:
- Listening Comprehension
- Letter Knowledge
- Phonemic Awareness
- Alphabetic Decoding
- Comprehension
- Vocabulary
- Spelling

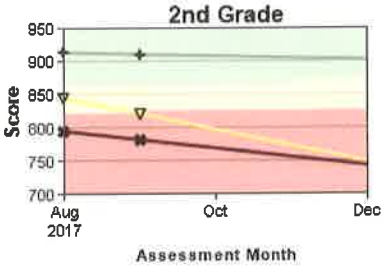
# ISIP Advanced Reading - Skill Growth by Tier Level - Overall Reading

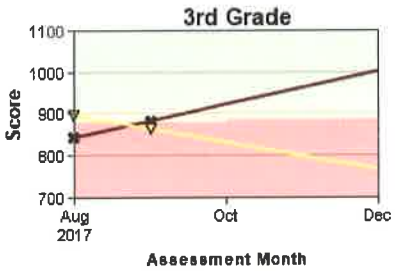


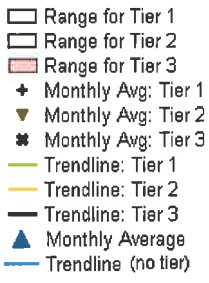
# ISIP Lectura Temprana - Skill Growth by Tier Level - Overall Reading



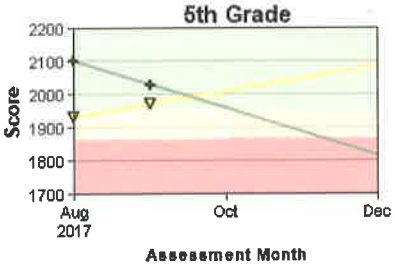




The following skills are included:
- Vocabulary
- Reading Comprehension
- Phonemic and Phonological Awareness
- Written Communication

# ISIP Lectura Avanzada - Skill Growth by Tier Level - Overall Reading




Range for Tier 1
Range for Tier 2
Range for Tier 3
Monthly Avg: Tier 1
Monthly Avg: Tier 2
Monthly Avg: Tier 3
Trendline: Tier 1
Trendline: Tier 2
Trendline: Tier 3
Monthly Average
Trendline (no tier)

The following skills are included:
- Reading Comprehension
- Vocabulary
- Word Analysis

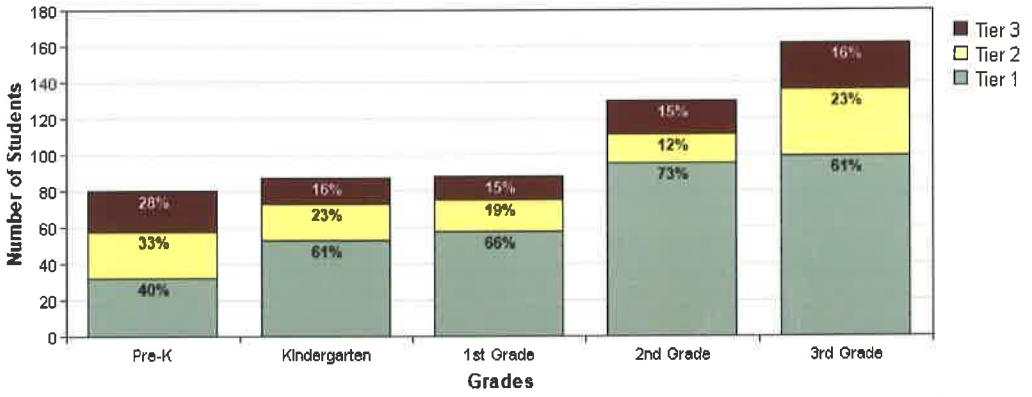
# Executive Summary

## in May for Desert Hills Elementary School

at Clint ISD - 2017/2018 School Year
as of Tue Jun 19 2018 08:25:49 AM (-06:00)

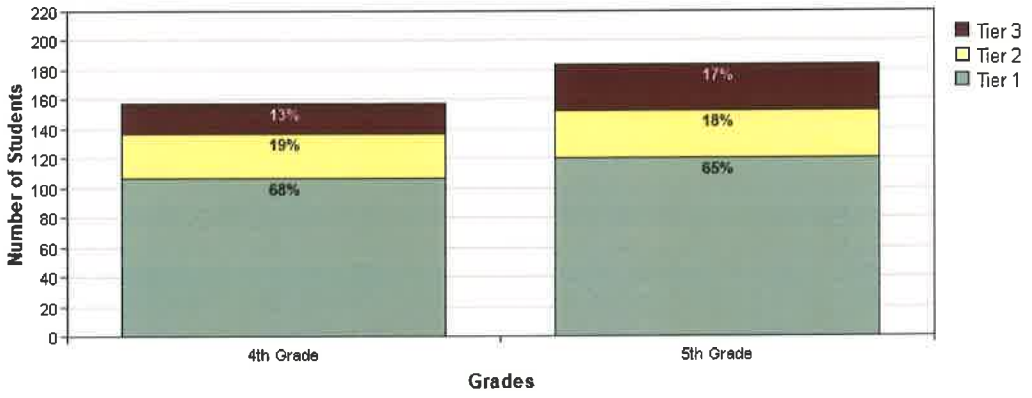
Below you will find ISIP™ data from **Desert Hills Elementary School** that has been collected for **May**. The students' score is used as the dividing line to determine students potentially at risk.

**ISIP Early Reading Summary (May 2018)**



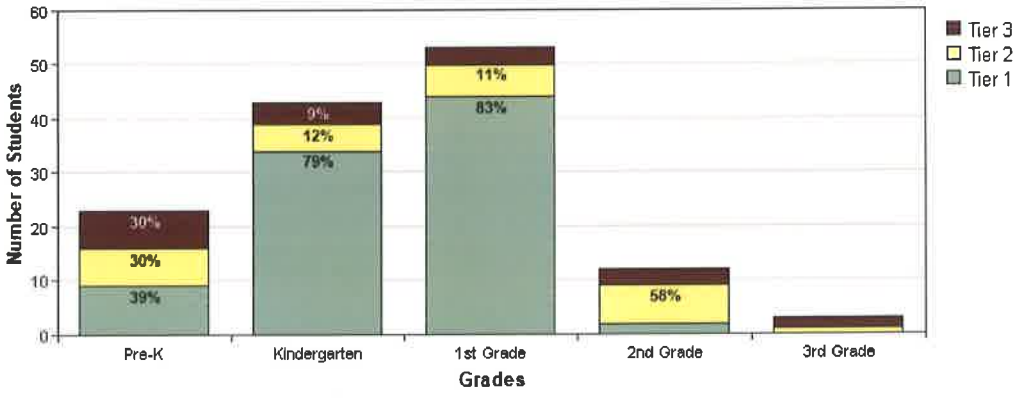

Total number of students who have been assessed using **ISIP Early Reading** in May: 547

**ISIP Advanced Reading Summary (May 2018)**



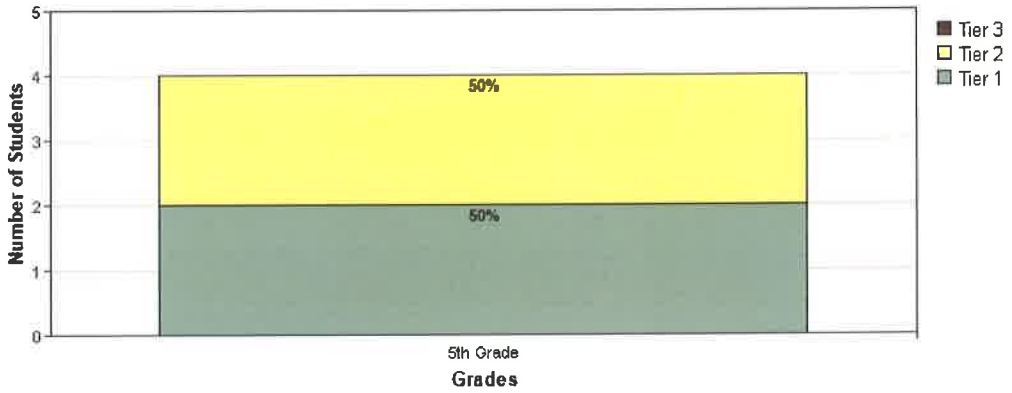

Total number of students who have been assessed using **ISIP Advanced Reading** in May: 341

**ISIP Lectura Temprana Summary (May 2018)**



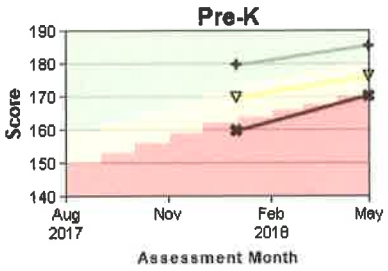

Total number of students who have been assessed using **ISIP Lectura Temprana** in May: 134

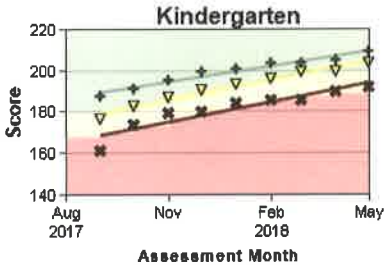
## ISIP Lectura Avanzada Summary (May 2018)

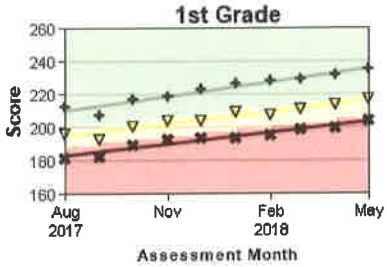


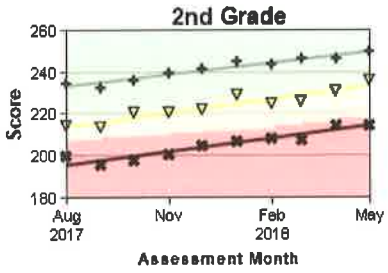

Total number of students who have been assessed using **ISIP Lectura Avanzada** in May: 4

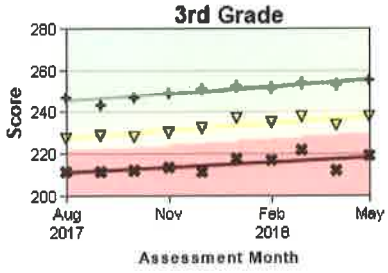
# ISIP Early Reading - Skill Growth by Tier Level - Overall Reading



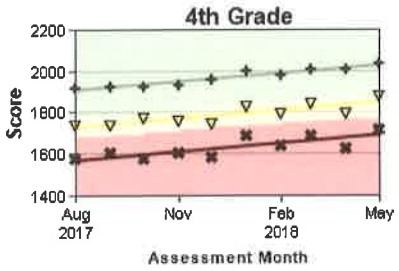



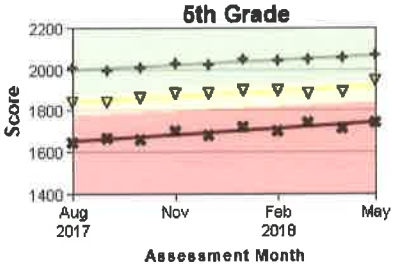




Range for Tier 1
Range for Tier 2
Range for Tier 3
Monthly Avg: Tier 1
Monthly Avg: Tier 2
Monthly Avg: Tier 3
Trendline: Tier 1
Trendline: Tier 2
Trendline: Tier 3
Monthly Average
Trendline (no tier)

The following skills are included:
- Listening Comprehension
- Letter Knowledge
- Phonemic Awareness
- Alphabetic Decoding
- Comprehension
- Vocabulary
- Spelling

# ISIP Advanced Reading - Skill Growth by Tier Level - Overall Reading

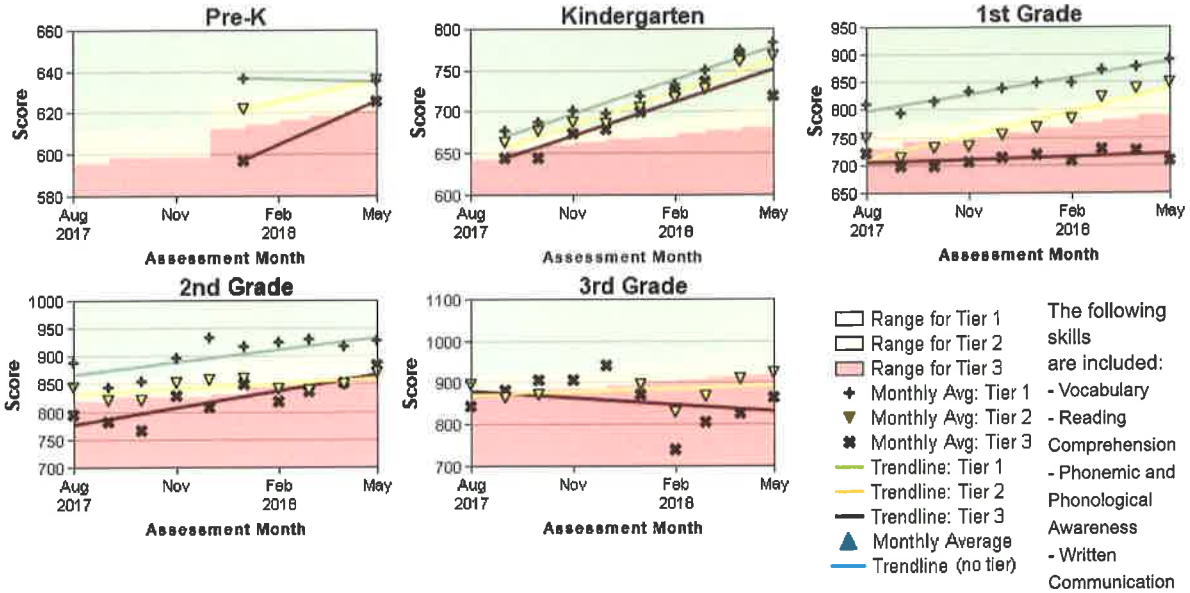



Range for Tier 1
Range for Tier 2
Range for Tier 3
Monthly Avg: Tier 1
Monthly Avg: Tier 2
Monthly Avg: Tier 3
Trendline: Tier 1
Trendline: Tier 2
Trendline: Tier 3
Monthly Average
Trendline (no tier)

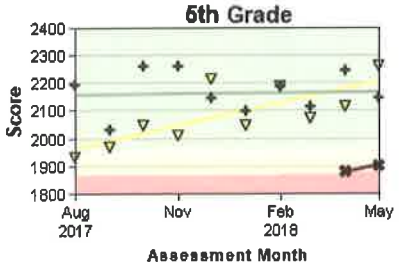
The following skills are included:
- Comprehension
- Word Analysis
- Vocabulary

# ISIP Lectura Temprana - Skill Growth by Tier Level - Overall Reading




The following skills are included:
- Vocabulary
- Reading Comprehension
- Phonemic and Phonological Awareness
- Written Communication

# ISIP Lectura Avanzada - Skill Growth by Tier Level - Overall Reading




- Range for Tier 1
- Range for Tier 2
- Range for Tier 3
- Monthly Avg: Tier 1
- Monthly Avg: Tier 2
- Monthly Avg: Tier 3
- Trendline: Tier 1
- Trendline: Tier 2
- Trendline: Tier 3
- Monthly Average
- Trendline (no tier)

The following skills are included:
- Reading Comprehension
- Vocabulary
- Word Analysis

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## *Summary Report*

## GRADE 3 READING

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** SPRING 2018

| Administration Summary | Number | Percent |
|---|---|---|
| Students Tested | 161 | 100 |
| Students Not Tested | | |
| Absent | 0 | 0 |
| Other | 0 | 0 |
| Total Documents Submitted | 161 | 100 |

Legend
--- = No Data Reported For Fewer Than Five Students

| | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | 1 | | 2 | | 3 | |
| | | | | | | | | | | | | Understanding Across Genres | | Understanding/ Analysis of Literary Texts | | Understanding/ Analysis of Informational Texts | |
| | | | | | | | | | | | | Number of Items Tested | | | | | |
| | | | | | | | | | | | | 5 | | 15 | | 14 | |
| | | | | | | | | | | | | Avg. # of Items / % Correct | | | | | |
| | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | | 161 | 1401 | 47 | 29 | 114 | 71 | 55 | 34 | 17 | 11 | 3.7 | 74 | 8.9 | 60 | 8.3 | 59 |
| Male | | 94 | 1390 | 32 | 34 | 62 | 66 | 32 | 34 | 10 | 11 | 3.6 | 72 | 8.6 | 58 | 8.1 | 58 |
| Female | | 67 | 1416 | 15 | 22 | 52 | 78 | 23 | 34 | 7 | 10 | 3.8 | 75 | 9.3 | 62 | 8.6 | 62 |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | | 148 | 1396 | 45 | 30 | 103 | 70 | 48 | 32 | 14 | 9 | 3.6 | 73 | 8.8 | 58 | 8.2 | 59 |
| American Indian or Alaska Native | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Native Hawaiian or Other Pacific Islander | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White | | 7 | 1410 | 1 | 14 | 6 | 86 | 2 | 29 | 0 | 0 | 3.9 | 77 | 10.3 | 69 | 7.9 | 56 |
| Two or More Races | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | *Yes* | 119 | 1383 | 42 | 35 | 77 | 65 | 34 | 29 | 9 | 8 | 3.5 | 70 | 8.5 | 57 | 8.0 | 57 |
| | *No* | 42 | 1450 | 5 | 12 | 37 | 88 | 21 | 50 | 8 | 19 | 4.2 | 84 | 10.2 | 68 | 9.3 | 66 |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | *Participants* | 161 | 1401 | 47 | 29 | 114 | 71 | 55 | 34 | 17 | 11 | 3.7 | 74 | 8.9 | 60 | 8.3 | 59 |
| | *Nonparticipants* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | *Yes* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No* | 161 | 1401 | 47 | 29 | 114 | 71 | 55 | 34 | 17 | 11 | 3.7 | 74 | 8.9 | 60 | 8.3 | 59 |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Limited English Proficient | *Current LEP* | 58 | 1360 | 24 | 41 | 34 | 59 | 12 | 21 | 2 | 3 | 3.3 | 67 | 8.1 | 54 | 7.2 | 52 |
| | *Non-LEP (Monitored 1st Year)* | 9 | 1557 | 0 | 0 | 9 | 100 | 9 | 100 | 5 | 56 | 4.3 | 87 | 12.4 | 83 | 12.1 | 87 |
| | *Non-LEP (Monitored 2nd Year)* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Other Non-LEP* | 94 | 1411 | 23 | 24 | 71 | 76 | 34 | 36 | 10 | 11 | 3.8 | 77 | 9.1 | 61 | 8.6 | 62 |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual | *Participants* | 50 | 1353 | 23 | 46 | 27 | 54 | 10 | 20 | 2 | 4 | 3.2 | 65 | 7.9 | 53 | 7.0 | 50 |
| | *Nonparticipants* | 111 | 1422 | 24 | 22 | 87 | 78 | 45 | 41 | 15 | 14 | 3.9 | 77 | 9.4 | 63 | 8.9 | 64 |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | *Participants* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Nonparticipants* | 161 | 1401 | 47 | 29 | 114 | 71 | 55 | 34 | 17 | 11 | 3.7 | 74 | 8.9 | 60 | 8.3 | 59 |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | *Yes* | 9 | 1260 | 8 | 89 | 1 | 11 | 1 | 11 | 1 | 11 | 2.2 | 44 | 5.3 | 36 | 4.3 | 31 |
| | *No* | 152 | 1409 | 39 | 26 | 113 | 74 | 54 | 36 | 16 | 11 | 3.8 | 75 | 9.1 | 61 | 8.6 | 61 |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | *Participants* | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Nonparticipants* | 157 | 1397 | 47 | 30 | 110 | 70 | 53 | 34 | 15 | 10 | 3.6 | 73 | 8.9 | 59 | 8.3 | 59 |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | *Yes* | 83 | 1338 | 43 | 52 | 40 | 48 | 13 | 16 | 2 | 2 | 3.1 | 63 | 7.5 | 50 | 6.7 | 48 |
| | *No* | 78 | 1467 | 4 | 5 | 74 | 95 | 42 | 54 | 15 | 19 | 4.3 | 85 | 10.4 | 69 | 10.0 | 72 |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## *Summary Report*

## GRADE 3 MATHEMATICS

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** SPRING 2018

| Administration Summary | Number | Percent |
|---|---|---|
| Students Tested | 161 | 100 |
| Students Not Tested | | |
| Absent | 0 | 0 |
| Other | 0 | 0 |
| Total Documents Submitted | 161 | 100 |

Legend
--- = No Data Reported For Fewer Than Five Students

| | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | 1 | | 2 | | 3 | | 4 | |
| | | | | | | | | | | | | Numerical Representations and Relationships | | Computations and Algebraic Relationships | | Geometry and Measurement | | Data Analysis and Personal Financial Literacy | |
| | | | | | | | | | | | | Number of Items Tested | | | | | | | |
| | | | | | | | | | | | | 8 | | 13 | | 7 | | 4 | |
| | | | | | | | | | | | | Avg. # of Items / % Correct | | | | | | | |
| | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | | 161 | 1422 | 53 | 33 | 108 | 67 | 55 | 34 | 18 | 11 | 5.1 | 64 | 7.4 | 57 | 4.0 | 58 | 2.6 | 64 |
| Male | | 94 | 1421 | 33 | 35 | 61 | 65 | 32 | 34 | 11 | 12 | 5.1 | 64 | 7.2 | 55 | 4.1 | 59 | 2.6 | 65 |
| Female | | 67 | 1424 | 20 | 30 | 47 | 70 | 23 | 34 | 7 | 10 | 5.1 | 63 | 7.6 | 59 | 3.9 | 56 | 2.6 | 64 |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | | 148 | 1419 | 51 | 34 | 97 | 66 | 49 | 33 | 16 | 11 | 5.1 | 63 | 7.3 | 56 | 4.0 | 57 | 2.5 | 64 |
| American Indian or Alaska Native | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Native Hawaiian or Other Pacific Islander | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White | | 7 | 1459 | 1 | 14 | 6 | 86 | 3 | 43 | 1 | 14 | 5.6 | 70 | 7.7 | 59 | 4.9 | 69 | 3.0 | 75 |
| Two or More Races | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | Yes | 119 | 1404 | 44 | 37 | 75 | 63 | 34 | 29 | 10 | 8 | 4.8 | 61 | 6.9 | 53 | 3.8 | 55 | 2.5 | 62 |
| | No | 42 | 1474 | 9 | 21 | 33 | 79 | 21 | 50 | 8 | 19 | 5.8 | 73 | 8.6 | 66 | 4.6 | 65 | 2.8 | 70 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | Participants | 161 | 1422 | 53 | 33 | 108 | 67 | 55 | 34 | 18 | 11 | 5.1 | 64 | 7.4 | 57 | 4.0 | 58 | 2.6 | 64 |
| | Nonparticipants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No | 161 | 1422 | 53 | 33 | 108 | 67 | 55 | 34 | 18 | 11 | 5.1 | 64 | 7.4 | 57 | 4.0 | 58 | 2.6 | 64 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Limited English Proficient | Current LEP | 58 | 1386 | 24 | 41 | 34 | 59 | 13 | 22 | 4 | 7 | 4.3 | 54 | 6.5 | 50 | 3.9 | 56 | 2.3 | 59 |
| | Non-LEP (Monitored 1st Year) | 9 | 1560 | 1 | 11 | 8 | 89 | 8 | 89 | 4 | 44 | 6.7 | 83 | 10.6 | 81 | 5.4 | 78 | 3.4 | 86 |
| | Non-LEP (Monitored 2nd Year) | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Other Non-LEP | 94 | 1432 | 28 | 30 | 66 | 70 | 34 | 36 | 10 | 11 | 5.4 | 68 | 7.6 | 58 | 4.0 | 57 | 2.6 | 66 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual | Participants | 50 | 1373 | 22 | 44 | 28 | 56 | 9 | 18 | 2 | 4 | 4.1 | 52 | 6.2 | 48 | 3.8 | 55 | 2.2 | 56 |
| | Nonparticipants | 111 | 1445 | 31 | 28 | 80 | 72 | 46 | 41 | 16 | 14 | 5.5 | 69 | 7.9 | 61 | 4.1 | 59 | 2.7 | 68 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | 161 | 1422 | 53 | 33 | 108 | 67 | 55 | 34 | 18 | 11 | 5.1 | 64 | 7.4 | 57 | 4.0 | 58 | 2.6 | 64 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | Yes | 9 | 1295 | 8 | 89 | 1 | 11 | 1 | 11 | 1 | 11 | 3.0 | 38 | 3.8 | 29 | 3.4 | 49 | 1.3 | 33 |
| | No | 152 | 1430 | 45 | 30 | 107 | 70 | 54 | 36 | 17 | 11 | 5.2 | 65 | 7.6 | 58 | 4.1 | 58 | 2.7 | 66 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | Participants | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | 157 | 1420 | 53 | 34 | 104 | 66 | 51 | 32 | 18 | 11 | 5.1 | 63 | 7.3 | 56 | 4.0 | 57 | 2.6 | 64 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | Yes | 83 | 1367 | 42 | 51 | 41 | 49 | 15 | 18 | 5 | 6 | 4.2 | 52 | 5.9 | 46 | 3.6 | 51 | 2.2 | 55 |
| | No | 78 | 1481 | 11 | 14 | 67 | 86 | 40 | 51 | 13 | 17 | 6.1 | 76 | 8.9 | 68 | 4.5 | 64 | 3.0 | 74 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

STAAR State of Texas Assessments of Academic Readiness — Spanish Version

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

## *Summary Report*

## GRADE 3 READING

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** SPRING 2018

**Administration Summary**

| | Number | Percent |
|---|---|---|
| Students Tested | 3 | 100 |
| Students Not Tested | | |
| Absent | 0 | 0 |
| Other | 0 | 0 |
| Total Documents Submitted | 3 | 100 |

Legend
--- = No Data Reported For Fewer Than Five Students

| | | Number of Students Tested | Average Scale Score | Did Not Meet # | Did Not Meet % | Approaches # | Approaches % | Meets # | Meets % | Masters # | Masters % | Results for Each Reporting Category 1: Understanding Across Genres — # Items Tested: 5 — Avg. # of Items | 1: Understanding Across Genres — % Correct | 2: Understanding/ Analysis of Literary Texts — # Items Tested: 15 — Avg. # of Items | 2: Understanding/ Analysis of Literary Texts — % Correct | 3: Understanding/ Analysis of Informational Texts — # Items Tested: 14 — Avg. # of Items | 3: Understanding/ Analysis of Informational Texts — % Correct |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Male | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| American Indian or Alaska Native | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Native Hawaiian or Other Pacific Islander | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Two or More Races | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | Yes | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | Participants | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Limited English Proficient | Current LEP | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Non-LEP (Monitored 1st Year) | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Non-LEP (Monitored 2nd Year) | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Other Non-LEP | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual | Participants | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | Yes | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

STAAR
State of Texas Assessments of Academic Readiness
Spanish Version

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

## *Summary Report*

## GRADE 3 MATHEMATICS

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** SPRING 2018

| Administration Summary | Number | Percent |
|---|---|---|
| Students Tested | 3 | 100 |
| Students Not Tested | | |
| Absent | 0 | 0 |
| Other | 0 | 0 |
| Total Documents Submitted | 3 | 100 |

Legend
--- = No Data Reported For Fewer Than Five Students

| | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | 1 | | 2 | | 3 | | 4 | |
| | | | | | | | | | | | | Numerical Representations and Relationships | | Computations and Algebraic Relationships | | Geometry and Measurement | | Data Analysis and Personal Financial Literacy | |
| | | | | | | | | | | | | Number of Items Tested | | | | | | | |
| | | | | | | | | | | | | 8 | | 13 | | 7 | | 4 | |
| | | | | | | | | | | | | Avg. # of Items / % Correct | | | | | | | |
| | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Male | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| American Indian or Alaska Native | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Native Hawaiian or Other Pacific Islander | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Two or More Races | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | *Yes* | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | *Participants* | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Nonparticipants* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | *Yes* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No* | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Limited English Proficient | *Current LEP* | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Non-LEP (Monitored 1st Year)* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Non-LEP (Monitored 2nd Year)* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Other Non-LEP* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual | *Participants* | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Nonparticipants* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | *Participants* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Nonparticipants* | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | *Yes* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No* | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | *Participants* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Nonparticipants* | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | *Yes* | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## *Summary Report*

## GRADE 4 READING

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** SPRING 2018

| Administration Summary | Number | Percent |
|---|---|---|
| Students Tested | 158 | 100 |
| Students Not Tested | | |
| Absent | 0 | 0 |
| Other | 0 | 0 |
| Total Documents Submitted | 158 | 100 |

Legend
--- = No Data Reported For Fewer Than Five Students

| | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | 1 | | 2 | | 3 | |
| | | | | | | | | | | | Understanding/ Analysis Across Genres | | Understanding/ Analysis of Literary Texts | | Understanding/ Analysis of Informational Texts | |
| | | | | | | | | | | | Number of Items Tested | | | | | |
| | | | | | | | | | | | 8 | | 15 | | 13 | |
| | | | | | | | | | | | Avg. # of Items / % Correct | | | | | |
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 158 | 1489 | 57 | 36 | 101 | 64 | 59 | 37 | 25 | 16 | 5.0 | 63 | 9.1 | 61 | 8.4 | 65 |
| Male | 72 | 1491 | 27 | 38 | 45 | 63 | 29 | 40 | 13 | 18 | 5.1 | 64 | 9.1 | 61 | 8.4 | 65 |
| Female | 86 | 1487 | 30 | 35 | 56 | 65 | 30 | 35 | 12 | 14 | 5.0 | 62 | 9.1 | 61 | 8.5 | 65 |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | 147 | 1486 | 54 | 37 | 93 | 63 | 55 | 37 | 22 | 15 | 5.0 | 63 | 9.0 | 60 | 8.4 | 65 |
| American Indian or Alaska Native | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White | 10 | 1489 | 3 | 30 | 7 | 70 | 3 | 30 | 2 | 20 | 4.5 | 56 | 9.7 | 65 | 8.7 | 67 |
| Two or More Races | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged: Yes | 112 | 1478 | 43 | 38 | 69 | 62 | 39 | 35 | 13 | 12 | 4.9 | 61 | 8.8 | 59 | 8.3 | 64 |
| Economically Disadvantaged: No | 46 | 1516 | 14 | 30 | 32 | 70 | 20 | 43 | 12 | 26 | 5.3 | 66 | 9.7 | 65 | 8.8 | 68 |
| Economically Disadvantaged: No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A: Participants | 158 | 1489 | 57 | 36 | 101 | 64 | 59 | 37 | 25 | 16 | 5.0 | 63 | 9.1 | 61 | 8.4 | 65 |
| Title I, Part A: Nonparticipants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A: No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant: Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant: No | 158 | 1489 | 57 | 36 | 101 | 64 | 59 | 37 | 25 | 16 | 5.0 | 63 | 9.1 | 61 | 8.4 | 65 |
| Migrant: No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Limited English Proficient: Current LEP | 42 | 1425 | 23 | 55 | 19 | 45 | 6 | 14 | 0 | 0 | 4.1 | 51 | 7.4 | 49 | 7.4 | 57 |
| Limited English Proficient: Non-LEP (Monitored 1st Year) | 13 | 1542 | 2 | 15 | 11 | 85 | 6 | 46 | 3 | 23 | 6.2 | 78 | 10.6 | 71 | 9.4 | 72 |
| Limited English Proficient: Non-LEP (Monitored 2nd Year) | 5 | 1560 | 0 | 0 | 5 | 100 | 3 | 60 | 1 | 20 | 6.0 | 75 | 11.0 | 73 | 10.6 | 82 |
| Limited English Proficient: Other Non-LEP | 98 | 1506 | 32 | 33 | 66 | 67 | 44 | 45 | 21 | 21 | 5.2 | 65 | 9.5 | 63 | 8.7 | 67 |
| Limited English Proficient: No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual: Participants | 36 | 1426 | 19 | 53 | 17 | 47 | 6 | 17 | 0 | 0 | 4.3 | 53 | 7.3 | 49 | 7.4 | 57 |
| Bilingual: Nonparticipants | 122 | 1507 | 38 | 31 | 84 | 69 | 53 | 43 | 25 | 20 | 5.2 | 65 | 9.6 | 64 | 8.8 | 67 |
| Bilingual: No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL: Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL: Nonparticipants | 158 | 1489 | 57 | 36 | 101 | 64 | 59 | 37 | 25 | 16 | 5.0 | 63 | 9.1 | 61 | 8.4 | 65 |
| ESL: No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education: Yes | 10 | 1378 | 8 | 80 | 2 | 20 | 1 | 10 | 1 | 10 | 3.6 | 45 | 6.4 | 43 | 5.5 | 42 |
| Special Education: No | 148 | 1496 | 49 | 33 | 99 | 67 | 58 | 39 | 24 | 16 | 5.1 | 64 | 9.3 | 62 | 8.6 | 67 |
| Special Education: No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented: Participants | 11 | 1617 | 1 | 9 | 10 | 91 | 7 | 64 | 5 | 45 | 7.0 | 88 | 10.9 | 73 | 10.7 | 83 |
| Gifted/Talented: Nonparticipants | 147 | 1479 | 56 | 38 | 91 | 62 | 52 | 35 | 20 | 14 | 4.9 | 61 | 8.9 | 60 | 8.3 | 64 |
| Gifted/Talented: No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk: Yes | 83 | 1426 | 48 | 58 | 35 | 42 | 16 | 19 | 3 | 4 | 4.1 | 51 | 7.6 | 51 | 7.2 | 55 |
| At-Risk: No | 75 | 1559 | 9 | 12 | 66 | 88 | 43 | 57 | 22 | 29 | 6.1 | 76 | 10.7 | 71 | 9.9 | 76 |
| At-Risk: No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## *Summary Report*

## GRADE 4 MATHEMATICS

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** SPRING 2018

| Administration Summary | Number | Percent |
|---|---|---|
| Students Tested | 158 | 100 |
| Students Not Tested | | |
| Absent | 0 | 0 |
| Other | 0 | 0 |
| Total Documents Submitted | 158 | 100 |

**Legend**
-- = No Data Reported For Fewer Than Five Students

| | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | 1 | | 2 | | 3 | | 4 | |
| | | | | | | | | | | | | Numerical Representations and Relationships | | Computations and Algebraic Relationships | | Geometry and Measurement | | Data Analysis and Personal Financial Literacy | |
| | | | | | | | | | | | | Number of Items Tested | | | | | | | |
| | | | | | | | | | | | | 9 | | 11 | | 10 | | 4 | |
| | | | | | | | | | | | | Avg. # of Items / % Correct | | | | | | | |
| | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | | 158 | 1555 | 36 | 23 | 122 | 77 | 68 | 43 | 33 | 21 | 6.0 | 67 | 7.1 | 65 | 6.5 | 65 | 2.6 | 65 |
| Male | | 72 | 1571 | 19 | 26 | 53 | 74 | 33 | 46 | 21 | 29 | 6.2 | 69 | 7.1 | 65 | 6.8 | 68 | 2.6 | 65 |
| Female | | 86 | 1542 | 17 | 20 | 69 | 80 | 35 | 41 | 12 | 14 | 5.9 | 65 | 7.1 | 64 | 6.2 | 62 | 2.6 | 65 |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | | 147 | 1552 | 34 | 23 | 113 | 77 | 62 | 42 | 30 | 20 | 6.0 | 67 | 7.1 | 65 | 6.5 | 65 | 2.6 | 64 |
| American Indian or Alaska Native | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Native Hawaiian or Other Pacific Islander | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White | | 10 | 1559 | 2 | 20 | 8 | 80 | 5 | 50 | 2 | 20 | 6.5 | 72 | 6.7 | 61 | 6.2 | 62 | 3.4 | 85 |
| Two or More Races | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | Yes | 112 | 1552 | 26 | 23 | 86 | 77 | 50 | 45 | 23 | 21 | 6.1 | 67 | 7.1 | 65 | 6.4 | 64 | 2.6 | 65 |
| | No | 46 | 1562 | 10 | 22 | 36 | 78 | 18 | 39 | 10 | 22 | 6.0 | 66 | 7.1 | 65 | 6.6 | 66 | 2.6 | 65 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | Participants | 158 | 1555 | 36 | 23 | 122 | 77 | 68 | 43 | 33 | 21 | 6.0 | 67 | 7.1 | 65 | 6.5 | 65 | 2.6 | 65 |
| | Nonparticipants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No | 158 | 1555 | 36 | 23 | 122 | 77 | 68 | 43 | 33 | 21 | 6.0 | 67 | 7.1 | 65 | 6.5 | 65 | 2.6 | 65 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Limited English Proficient | Current LEP | 42 | 1502 | 13 | 31 | 29 | 69 | 10 | 24 | 3 | 7 | 5.2 | 58 | 6.5 | 59 | 5.5 | 55 | 2.3 | 58 |
| | Non-LEP (Monitored 1st Year) | 13 | 1623 | 0 | 0 | 13 | 100 | 8 | 62 | 4 | 31 | 7.0 | 78 | 8.8 | 80 | 7.2 | 72 | 3.0 | 75 |
| | Non-LEP (Monitored 2nd Year) | 5 | 1672 | 0 | 0 | 5 | 100 | 5 | 100 | 4 | 80 | 8.6 | 96 | 8.6 | 78 | 8.2 | 82 | 3.4 | 85 |
| | Other Non-LEP | 98 | 1563 | 23 | 23 | 75 | 77 | 45 | 46 | 22 | 22 | 6.1 | 68 | 7.1 | 64 | 6.7 | 67 | 2.6 | 66 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual | Participants | 36 | 1498 | 11 | 31 | 25 | 69 | 7 | 19 | 1 | 3 | 5.1 | 57 | 6.5 | 59 | 5.4 | 54 | 2.4 | 60 |
| | Nonparticipants | 122 | 1572 | 25 | 20 | 97 | 80 | 61 | 50 | 32 | 26 | 6.3 | 70 | 7.3 | 66 | 6.8 | 68 | 2.7 | 67 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | 158 | 1555 | 36 | 23 | 122 | 77 | 68 | 43 | 33 | 21 | 6.0 | 67 | 7.1 | 65 | 6.5 | 65 | 2.6 | 65 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | Yes | 10 | 1422 | 7 | 70 | 3 | 30 | 2 | 20 | 0 | 0 | 4.4 | 49 | 4.5 | 41 | 4.2 | 42 | 1.5 | 38 |
| | No | 148 | 1564 | 29 | 20 | 119 | 80 | 66 | 45 | 33 | 22 | 6.1 | 68 | 7.3 | 66 | 6.6 | 66 | 2.7 | 67 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | Participants | 11 | 1675 | 0 | 0 | 11 | 100 | 9 | 82 | 5 | 45 | 7.4 | 82 | 8.9 | 81 | 8.0 | 80 | 3.2 | 80 |
| | Nonparticipants | 147 | 1546 | 36 | 24 | 111 | 76 | 59 | 40 | 28 | 19 | 5.9 | 66 | 7.0 | 63 | 6.4 | 64 | 2.6 | 64 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | Yes | 83 | 1494 | 30 | 36 | 53 | 64 | 17 | 20 | 7 | 8 | 5.2 | 57 | 6.1 | 56 | 5.4 | 54 | 2.2 | 55 |
| | No | 75 | 1623 | 6 | 8 | 69 | 92 | 51 | 68 | 26 | 35 | 7.0 | 78 | 8.2 | 75 | 7.6 | 76 | 3.1 | 76 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## *Summary Report*

## GRADE 4 WRITING

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** SPRING 2018

| Administration Summary | Number | Percent |
|---|---|---|
| Students Tested | 158 | 100 |
| Students Not Tested | | |
| Absent | 0 | 0 |
| Other | 0 | 0 |
| Total Documents Submitted | 158 | 100 |

Legend
— = No Data Reported For Fewer Than Five Students

| | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | 1 | | 2 | | 3 | |
| | | | | | | | | | | | Composition | | Revision | | Editing | |
| | | | | | | | | | | | Number of Points Possible | | Number of Items Tested | | | |
| | | | | | | | | | | | 8 | | 8 | | 16 | |
| | | | | | | | | | | | Avg. # of Points / % Scored | | Avg. # of Items / % Correct | | | |
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 158 | 3681 | 58 | 37 | 100 | 63 | 50 | 32 | 7 | 4 | 3.9 | 48 | 3.9 | 49 | 10.7 | 67 |
| Male | 72 | 3626 | 32 | 44 | 40 | 56 | 18 | 25 | 2 | 3 | 3.6 | 45 | 3.9 | 49 | 10.3 | 64 |
| Female | 86 | 3728 | 26 | 30 | 60 | 70 | 32 | 37 | 5 | 6 | 4.1 | 51 | 4.0 | 50 | 11.0 | 69 |
| No Information Provided | 0 | --- | — | — | — | — | — | — | — | — | --- | --- | --- | — | --- | — |
| Hispanic/Latino | 147 | 3679 | 53 | 36 | 94 | 64 | 48 | 33 | 6 | 4 | 3.9 | 48 | 4.0 | 49 | 10.7 | 67 |
| American Indian or Alaska Native | 0 | --- | --- | — | --- | --- | --- | — | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | 1 | --- | --- | — | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | 0 | --- | --- | — | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | — | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White | 10 | 3510 | 5 | 50 | 5 | 50 | 1 | 10 | 0 | 0 | 3.3 | 41 | 3.4 | 43 | 10.2 | 64 |
| Two or More Races | 0 | --- | — | — | --- | --- | --- | — | --- | — | --- | --- | --- | --- | --- | --- |
| No Information Provided | 0 | --- | --- | — | --- | --- | — | — | --- | — | --- | --- | --- | --- | --- | — |
| Economically Disadvantaged — Yes | 112 | 3624 | 43 | 38 | 69 | 62 | 31 | 28 | 3 | 3 | 3.8 | 48 | 3.7 | 46 | 10.5 | 66 |
| Economically Disadvantaged — No | 46 | 3822 | 15 | 33 | 31 | 67 | 19 | 41 | 4 | 9 | 4.0 | 50 | 4.6 | 57 | 11.1 | 69 |
| Economically Disadvantaged — No Information Provided | 0 | --- | --- | — | — | — | — | — | --- | — | --- | --- | --- | --- | --- | — |
| Title I, Part A — Participants | 158 | 3681 | 58 | 37 | 100 | 63 | 50 | 32 | 7 | 4 | 3.9 | 48 | 3.9 | 49 | 10.7 | 67 |
| Title I, Part A — Nonparticipants | 0 | --- | — | — | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | — |
| Title I, Part A — No Information Provided | 0 | --- | --- | — | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant — Yes | 0 | — | --- | — | --- | --- | — | — | --- | --- | --- | --- | --- | — | --- | — |
| Migrant — No | 158 | 3681 | 58 | 37 | 100 | 63 | 50 | 32 | 7 | 4 | 3.9 | 48 | 3.9 | 49 | 10.7 | 67 |
| Migrant — No Information Provided | 0 | --- | --- | — | --- | --- | — | --- | --- | --- | --- | --- | --- | --- | --- | — |
| Limited English Proficient — Current LEP | 42 | 3449 | 22 | 52 | 20 | 48 | 7 | 17 | 0 | 0 | 3.2 | 40 | 3.3 | 42 | 9.7 | 60 |
| Limited English Proficient — Non-LEP (Monitored 1st Year) | 13 | 3944 | 1 | 8 | 12 | 92 | 5 | 38 | 1 | 8 | 4.5 | 56 | 4.7 | 59 | 12.4 | 77 |
| Limited English Proficient — Non-LEP (Monitored 2nd Year) | 5 | 4166 | 0 | 0 | 5 | 100 | 4 | 80 | 0 | 0 | 4.6 | 58 | 5.2 | 65 | 13.8 | 86 |
| Limited English Proficient — Other Non-LEP | 98 | 3721 | 35 | 36 | 63 | 64 | 34 | 35 | 6 | 6 | 4.0 | 51 | 4.1 | 51 | 10.7 | 67 |
| Limited English Proficient — No Information Provided | 0 | --- | --- | — | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual — Participants | 36 | 3495 | 18 | 50 | 18 | 50 | 6 | 17 | 0 | 0 | 3.1 | 39 | 3.5 | 43 | 10.1 | 63 |
| Bilingual — Nonparticipants | 122 | 3736 | 40 | 33 | 82 | 67 | 44 | 36 | 7 | 6 | 4.1 | 51 | 4.1 | 51 | 10.9 | 68 |
| Bilingual — No Information Provided | 0 | --- | --- | — | — | — | — | — | — | — | --- | --- | --- | — | --- | --- |
| ESL — Participants | 0 | --- | --- | — | --- | --- | --- | — | --- | --- | --- | --- | --- | — | --- | — |
| ESL — Nonparticipants | 158 | 3681 | 58 | 37 | 100 | 63 | 50 | 32 | 7 | 4 | 3.9 | 48 | 3.9 | 49 | 10.7 | 67 |
| ESL — No Information Provided | 0 | --- | --- | — | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | — |
| Special Education — Yes | 10 | 3020 | 8 | 80 | 2 | 20 | 1 | 10 | 0 | 0 | 2.2 | 28 | 2.6 | 33 | 6.1 | 38 |
| Special Education — No | 148 | 3726 | 50 | 34 | 98 | 66 | 49 | 33 | 7 | 5 | 4.0 | 50 | 4.0 | 51 | 11.0 | 69 |
| Special Education — No Information Provided | 0 | --- | --- | — | — | — | --- | --- | --- | — | --- | --- | --- | --- | --- | — |
| Gifted/Talented — Participants | 11 | 4246 | 2 | 18 | 9 | 82 | 8 | 73 | 3 | 27 | 4.8 | 60 | 5.5 | 68 | 13.1 | 82 |
| Gifted/Talented — Nonparticipants | 147 | 3639 | 56 | 38 | 91 | 62 | 42 | 29 | 4 | 3 | 3.8 | 47 | 3.8 | 48 | 10.5 | 66 |
| Gifted/Talented — No Information Provided | 0 | --- | --- | — | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk — Yes | 83 | 3453 | 42 | 51 | 41 | 49 | 13 | 16 | 1 | 1 | 3.4 | 43 | 3.4 | 43 | 9.3 | 58 |
| At-Risk — No | 75 | 3935 | 16 | 21 | 59 | 79 | 37 | 49 | 6 | 8 | 4.3 | 54 | 4.5 | 57 | 12.2 | 76 |
| At-Risk — No Information Provided | 0 | --- | --- | — | — | — | --- | — | — | — | --- | — | --- | — | — | — |

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## *Constructed Responses Summary Report*

## GRADE 4 WRITING

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

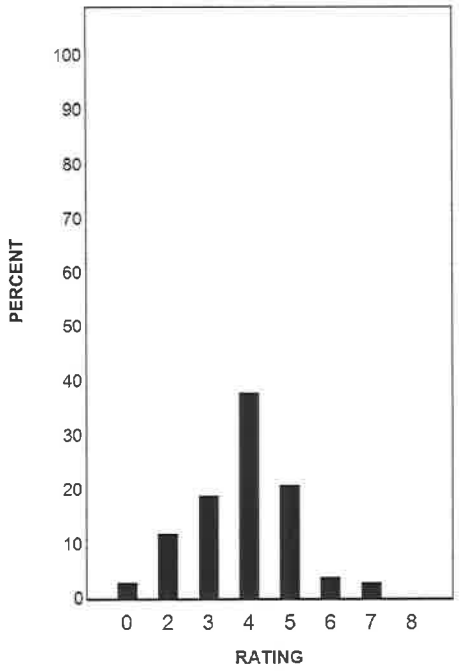
**Report Date:** JUNE 2018
**Date of Testing:** SPRING 2018

**--- = No Data Reported For Fewer Than Five Students**

### Written Composition Rating Summary

**Composition**

| Rating | # | % |
|---|---|---|
| 0 | 4 | 3 |
| 2 | 19 | 12 |
| 3 | 30 | 19 |
| 4 | 60 | 38 |
| 5 | 33 | 21 |
| 6 | 7 | 4 |
| 7 | 5 | 3 |
| 8 | 0 | 0 |
| Total | 158 | 100 |




**The written composition has been scored independently by two readers. The rating of 0-8 represents the summation of these scores.**

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## *Summary Report*

## GRADE 5 SCIENCE

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** MAY 2018

| Administration Summary | Number | Percent |
|---|---|---|
| Students Tested | 184 | 99 |
| Students Not Tested | | |
| Absent | 2 | 1 |
| Other | 0 | 0 |
| Total Documents Submitted | 186 | 100 |

Legend
--- = No Data Reported For Fewer Than Five Students

| | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | 1 | | 2 | | 3 | | 4 | |
| | | | | | | | | | | | | Matter and Energy | | Force, Motion, and Energy | | Earth and Space | | Organisms and Environments | |
| | | | | | | | | | | | | Number of Items Tested | | | | | | | |
| | | | | | | | | | | | | 6 | | 8 | | 10 | | 12 | |
| | | | | | | | | | | | | Avg. # of Items / % Correct | | | | | | | |
| | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | | 184 | 3778 | 50 | 27 | 134 | 73 | 64 | 35 | 19 | 10 | 3.8 | 64 | 5.6 | 70 | 6.4 | 64 | 8.3 | 69 |
| Male | | 106 | 3804 | 30 | 28 | 76 | 72 | 41 | 39 | 14 | 13 | 3.8 | 63 | 5.6 | 71 | 6.6 | 66 | 8.3 | 69 |
| Female | | 78 | 3744 | 20 | 26 | 58 | 74 | 23 | 29 | 5 | 6 | 3.9 | 65 | 5.6 | 70 | 6.2 | 62 | 8.2 | 68 |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | | 167 | 3777 | 46 | 28 | 121 | 72 | 58 | 35 | 16 | 10 | 3.8 | 64 | 5.6 | 70 | 6.4 | 64 | 8.3 | 69 |
| American Indian or Alaska Native | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Native Hawaiian or Other Pacific Islander | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White | | 13 | 3760 | 3 | 23 | 10 | 77 | 5 | 38 | 2 | 15 | 4.2 | 71 | 5.6 | 70 | 6.0 | 60 | 8.0 | 67 |
| Two or More Races | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | Yes | 111 | 3720 | 37 | 33 | 74 | 67 | 32 | 29 | 10 | 9 | 3.7 | 61 | 5.5 | 68 | 6.2 | 62 | 8.0 | 67 |
| | No | 73 | 3866 | 13 | 18 | 60 | 82 | 32 | 44 | 9 | 12 | 4.1 | 69 | 5.8 | 73 | 6.8 | 68 | 8.6 | 72 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | Participants | 184 | 3778 | 50 | 27 | 134 | 73 | 64 | 35 | 19 | 10 | 3.8 | 64 | 5.6 | 70 | 6.4 | 64 | 8.3 | 69 |
| | Nonparticipants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No | 184 | 3778 | 50 | 27 | 134 | 73 | 64 | 35 | 19 | 10 | 3.8 | 64 | 5.6 | 70 | 6.4 | 64 | 8.3 | 69 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Limited English Proficient | Current LEP | 55 | 3549 | 26 | 47 | 29 | 53 | 7 | 13 | 2 | 4 | 3.3 | 55 | 5.1 | 64 | 5.5 | 55 | 7.0 | 58 |
| | Non-LEP (Monitored 1st Year) | 20 | 4142 | 0 | 0 | 20 | 100 | 13 | 65 | 4 | 20 | 4.8 | 80 | 6.6 | 83 | 7.5 | 75 | 9.9 | 83 |
| | Non-LEP (Monitored 2nd Year) | 9 | 3966 | 2 | 22 | 7 | 78 | 3 | 33 | 3 | 33 | 3.9 | 65 | 5.3 | 67 | 7.6 | 76 | 9.2 | 77 |
| | Other Non-LEP | 100 | 3815 | 22 | 22 | 78 | 78 | 41 | 41 | 10 | 10 | 4.0 | 66 | 5.7 | 71 | 6.6 | 66 | 8.5 | 71 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual | Participants | 43 | 3586 | 17 | 40 | 26 | 60 | 7 | 16 | 2 | 5 | 3.3 | 55 | 5.1 | 64 | 5.7 | 57 | 7.3 | 61 |
| | Nonparticipants | 141 | 3837 | 33 | 23 | 108 | 77 | 57 | 40 | 17 | 12 | 4.0 | 67 | 5.8 | 72 | 6.6 | 66 | 8.5 | 71 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | 184 | 3778 | 50 | 27 | 134 | 73 | 64 | 35 | 19 | 10 | 3.8 | 64 | 5.6 | 70 | 6.4 | 64 | 8.3 | 69 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | Yes | 21 | 3175 | 17 | 81 | 4 | 19 | 0 | 0 | 0 | 0 | 2.0 | 34 | 4.2 | 53 | 4.0 | 40 | 4.8 | 40 |
| | No | 163 | 3856 | 33 | 20 | 130 | 80 | 64 | 39 | 19 | 12 | 4.1 | 68 | 5.8 | 72 | 6.7 | 67 | 8.7 | 72 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | Participants | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | 180 | 3768 | 50 | 28 | 130 | 72 | 60 | 33 | 19 | 11 | 3.8 | 64 | 5.6 | 70 | 6.4 | 64 | 8.2 | 68 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | Yes | 82 | 3498 | 44 | 54 | 38 | 46 | 9 | 11 | 2 | 2 | 3.2 | 54 | 4.8 | 60 | 5.3 | 53 | 6.8 | 56 |
| | No | 102 | 4004 | 6 | 6 | 96 | 94 | 55 | 54 | 17 | 17 | 4.3 | 72 | 6.3 | 78 | 7.3 | 73 | 9.5 | 79 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

STAAR State of Texas Assessments of Academic Readiness — Spanish Version

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

## *Summary Report*

## GRADE 5 SCIENCE

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** MAY 2018

| Administration Summary | Number | Percent |
|---|---|---|
| Students Tested | 2 | 100 |
| Students Not Tested | | |
| Absent | 0 | 0 |
| Other | 0 | 0 |
| Total Documents Submitted | 2 | 100 |

Legend
--- = No Data Reported For Fewer Than Five Students

| | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | 1 | | 2 | | 3 | | 4 | |
| | | | | | | | | | | | | Matter and Energy | | Force, Motion, and Energy | | Earth and Space | | Organisms and Environments | |
| | | | | | | | | | | | | Number of Items Tested | | | | | | | |
| | | | | | | | | | | | | 6 | | 8 | | 10 | | 12 | |
| | | | | | | | | | | | | Avg. # of Items / % Correct | | | | | | | |
| | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Male | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| American Indian or Alaska Native | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Native Hawaiian or Other Pacific Islander | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Two or More Races | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | *Yes* | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No* | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | *Participants* | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Nonparticipants* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | *Yes* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No* | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Limited English Proficient | *Current LEP* | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Non-LEP (Monitored 1st Year)* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Non-LEP (Monitored 2nd Year)* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Other Non-LEP* | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual | *Participants* | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Nonparticipants* | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | *Participants* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Nonparticipants* | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | *Yes* | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No* | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | *Participants* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Nonparticipants* | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | *Yes* | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
## *Combined Summary Report*
## GRADE 3 READING

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** SPRING 2018

Legend
--- = No Data Reported For Fewer Than Five Students

| | | STAAR | | | STAAR Spanish | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Number of Students Tested | Approaches # | Approaches % | Number of Students Tested | Approaches # | Approaches % | Number of Students Tested | Approaches # | Approaches % |
| **All Students** | | 161 | 114 | 71 | 3 | --- | --- | 164 | 115 | 70 |
| **Male** | | 94 | 62 | 66 | 2 | --- | --- | 96 | 63 | 66 |
| **Female** | | 67 | 52 | 78 | 1 | --- | --- | 68 | 52 | 76 |
| **No Information Provided** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Hispanic/Latino** | | 148 | 103 | 70 | 3 | --- | --- | 151 | 104 | 69 |
| **American Indian or Alaska Native** | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| **Asian** | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| **Black or African American** | | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| **Native Hawaiian or Other Pacific Islander** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **White** | | 7 | 6 | 86 | 0 | --- | --- | 7 | 6 | 86 |
| **Two or More Races** | | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| **No Information Provided** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Economically Disadvantaged** | *Yes* | 119 | 77 | 65 | 3 | --- | --- | 122 | 78 | 64 |
| | *No* | 42 | 37 | 88 | 0 | --- | --- | 42 | 37 | 88 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Title I, Part A** | *Participants* | 161 | 114 | 71 | 3 | --- | --- | 164 | 115 | 70 |
| | *Nonparticipants* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Migrant** | *Yes* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *No* | 161 | 114 | 71 | 3 | --- | --- | 164 | 115 | 70 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Limited English Proficient** | *Current LEP* | 58 | 34 | 59 | 3 | --- | --- | 61 | 35 | 57 |
| | *Non-LEP (Monitored 1st Year)* | 9 | 9 | 100 | 0 | --- | --- | 9 | 9 | 100 |
| | *Non-LEP (Monitored 2nd Year)* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *Other Non-LEP* | 94 | 71 | 76 | 0 | --- | --- | 94 | 71 | 76 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Bilingual** | *Participants* | 50 | 27 | 54 | 3 | --- | --- | 53 | 28 | 53 |
| | *Nonparticipants* | 111 | 87 | 78 | 0 | --- | --- | 111 | 87 | 78 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **ESL** | *Participants* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *Nonparticipants* | 161 | 114 | 71 | 3 | --- | --- | 164 | 115 | 70 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Special Education** | *Yes* | 9 | 1 | 11 | 0 | --- | --- | 9 | 1 | 11 |
| | *No* | 152 | 113 | 74 | 3 | --- | --- | 155 | 114 | 74 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Gifted/Talented** | *Participants* | 4 | --- | --- | 0 | --- | --- | 4 | --- | --- |
| | *Nonparticipants* | 157 | 110 | 70 | 3 | --- | --- | 160 | 111 | 69 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **At-Risk** | *Yes* | 83 | 40 | 48 | 3 | --- | --- | 86 | 41 | 48 |
| | *No* | 78 | 74 | 95 | 0 | --- | --- | 78 | 74 | 95 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
## *Combined Summary Report*
## GRADE 3 MATHEMATICS

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** SPRING 2018

**Legend**
--- = No Data Reported For Fewer Than Five Students

| | | STAAR | | | STAAR Spanish | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Number of Students Tested | Approaches # | Approaches % | Number of Students Tested | Approaches # | Approaches % | Number of Students Tested | Approaches # | Approaches % |
| **All Students** | | 161 | 108 | 67 | 3 | --- | --- | 164 | 109 | 66 |
| **Male** | | 94 | 61 | 65 | 2 | --- | --- | 96 | 62 | 65 |
| **Female** | | 67 | 47 | 70 | 1 | --- | --- | 68 | 47 | 69 |
| **No Information Provided** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Hispanic/Latino** | | 148 | 97 | 66 | 3 | --- | --- | 151 | 98 | 65 |
| **American Indian or Alaska Native** | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| **Asian** | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| **Black or African American** | | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| **Native Hawaiian or Other Pacific Islander** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **White** | | 7 | 6 | 86 | 0 | --- | --- | 7 | 6 | 86 |
| **Two or More Races** | | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| **No Information Provided** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Economically Disadvantaged** | *Yes* | 119 | 75 | 63 | 3 | --- | --- | 122 | 76 | 62 |
| | *No* | 42 | 33 | 79 | 0 | --- | --- | 42 | 33 | 79 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Title I, Part A** | *Participants* | 161 | 108 | 67 | 3 | --- | --- | 164 | 109 | 66 |
| | *Nonparticipants* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Migrant** | *Yes* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *No* | 161 | 108 | 67 | 3 | --- | --- | 164 | 109 | 66 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Limited English Proficient** | *Current LEP* | 58 | 34 | 59 | 3 | --- | --- | 61 | 35 | 57 |
| | *Non-LEP (Monitored 1st Year)* | 9 | 8 | 89 | 0 | --- | --- | 9 | 8 | 89 |
| | *Non-LEP (Monitored 2nd Year)* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *Other Non-LEP* | 94 | 66 | 70 | 0 | --- | --- | 94 | 66 | 70 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Bilingual** | *Participants* | 50 | 28 | 56 | 3 | --- | --- | 53 | 29 | 55 |
| | *Nonparticipants* | 111 | 80 | 72 | 0 | --- | --- | 111 | 80 | 72 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **ESL** | *Participants* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *Nonparticipants* | 161 | 108 | 67 | 3 | --- | --- | 164 | 109 | 66 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Special Education** | *Yes* | 9 | 1 | 11 | 0 | --- | --- | 9 | 1 | 11 |
| | *No* | 152 | 107 | 70 | 3 | --- | --- | 155 | 108 | 70 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Gifted/Talented** | *Participants* | 4 | --- | --- | 0 | --- | --- | 4 | --- | --- |
| | *Nonparticipants* | 157 | 104 | 66 | 3 | --- | --- | 160 | 105 | 66 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **At-Risk** | *Yes* | 83 | 41 | 49 | 3 | --- | --- | 86 | 42 | 49 |
| | *No* | 78 | 67 | 86 | 0 | --- | --- | 78 | 67 | 86 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
## *Combined Summary Report*
## GRADE 4 READING

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** SPRING 2018

Legend
--- = No Data Reported For Fewer Than Five Students

| | | STAAR | | | STAAR Spanish | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Number of Students Tested | Approaches # | Approaches % | Number of Students Tested | Approaches # | Approaches % | Number of Students Tested | Approaches # | Approaches % |
| All Students | | 158 | 101 | 64 | 0 | --- | --- | 158 | 101 | 64 |
| Male | | 72 | 45 | 63 | 0 | --- | --- | 72 | 45 | 63 |
| Female | | 86 | 56 | 65 | 0 | --- | --- | 86 | 56 | 65 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Hispanic/Latino | | 147 | 93 | 63 | 0 | --- | --- | 147 | 93 | 63 |
| American Indian or Alaska Native | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Asian | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| Black or African American | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Native Hawaiian or Other Pacific Islander | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| White | | 10 | 7 | 70 | 0 | --- | --- | 10 | 7 | 70 |
| Two or More Races | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Economically Disadvantaged | *Yes* | 112 | 69 | 62 | 0 | --- | --- | 112 | 69 | 62 |
| | *No* | 46 | 32 | 70 | 0 | --- | --- | 46 | 32 | 70 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | *Participants* | 158 | 101 | 64 | 0 | --- | --- | 158 | 101 | 64 |
| | *Nonparticipants* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | *Yes* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *No* | 158 | 101 | 64 | 0 | --- | --- | 158 | 101 | 64 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Limited English Proficient | *Current LEP* | 42 | 19 | 45 | 0 | --- | --- | 42 | 19 | 45 |
| | *Non-LEP (Monitored 1st Year)* | 13 | 11 | 85 | 0 | --- | --- | 13 | 11 | 85 |
| | *Non-LEP (Monitored 2nd Year)* | 5 | 5 | 100 | 0 | --- | --- | 5 | 5 | 100 |
| | *Other Non-LEP* | 98 | 66 | 67 | 0 | --- | --- | 98 | 66 | 67 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | *Participants* | 36 | 17 | 47 | 0 | --- | --- | 36 | 17 | 47 |
| | *Nonparticipants* | 122 | 84 | 69 | 0 | --- | --- | 122 | 84 | 69 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | *Participants* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *Nonparticipants* | 158 | 101 | 64 | 0 | --- | --- | 158 | 101 | 64 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | *Yes* | 10 | 2 | 20 | 0 | --- | --- | 10 | 2 | 20 |
| | *No* | 148 | 99 | 67 | 0 | --- | --- | 148 | 99 | 67 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | *Participants* | 11 | 10 | 91 | 0 | --- | --- | 11 | 10 | 91 |
| | *Nonparticipants* | 147 | 91 | 62 | 0 | --- | --- | 147 | 91 | 62 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | *Yes* | 83 | 35 | 42 | 0 | --- | --- | 83 | 35 | 42 |
| | *No* | 75 | 66 | 88 | 0 | --- | --- | 75 | 66 | 88 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
## *Combined Summary Report*
## GRADE 4 MATHEMATICS

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** SPRING 2018

Legend
--- = No Data Reported For Fewer Than Five Students

| | | STAAR | | | STAAR Spanish | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | |
| | | | # | % | | # | % | | # | % |
| All Students | | 158 | 122 | 77 | 0 | --- | --- | 158 | 122 | 77 |
| Male | | 72 | 53 | 74 | 0 | --- | --- | 72 | 53 | 74 |
| Female | | 86 | 69 | 80 | 0 | --- | --- | 86 | 69 | 80 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Hispanic/Latino | | 147 | 113 | 77 | 0 | --- | --- | 147 | 113 | 77 |
| American Indian or Alaska Native | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Asian | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| Black or African American | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Native Hawaiian or Other Pacific Islander | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| White | | 10 | 8 | 80 | 0 | --- | --- | 10 | 8 | 80 |
| Two or More Races | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Economically Disadvantaged | *Yes* | 112 | 86 | 77 | 0 | --- | --- | 112 | 86 | 77 |
| | *No* | 46 | 36 | 78 | 0 | --- | --- | 46 | 36 | 78 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | *Participants* | 158 | 122 | 77 | 0 | --- | --- | 158 | 122 | 77 |
| | *Nonparticipants* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | *Yes* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *No* | 158 | 122 | 77 | 0 | --- | --- | 158 | 122 | 77 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Limited English Proficient | *Current LEP* | 42 | 29 | 69 | 0 | --- | --- | 42 | 29 | 69 |
| | *Non-LEP (Monitored 1st Year)* | 13 | 13 | 100 | 0 | --- | --- | 13 | 13 | 100 |
| | *Non-LEP (Monitored 2nd Year)* | 5 | 5 | 100 | 0 | --- | --- | 5 | 5 | 100 |
| | *Other Non-LEP* | 98 | 75 | 77 | 0 | --- | --- | 98 | 75 | 77 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | *Participants* | 36 | 25 | 69 | 0 | --- | --- | 36 | 25 | 69 |
| | *Nonparticipants* | 122 | 97 | 80 | 0 | --- | --- | 122 | 97 | 80 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | *Participants* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *Nonparticipants* | 158 | 122 | 77 | 0 | --- | --- | 158 | 122 | 77 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | *Yes* | 10 | 3 | 30 | 0 | --- | --- | 10 | 3 | 30 |
| | *No* | 148 | 119 | 80 | 0 | --- | --- | 148 | 119 | 80 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | *Participants* | 11 | 11 | 100 | 0 | --- | --- | 11 | 11 | 100 |
| | *Nonparticipants* | 147 | 111 | 76 | 0 | --- | --- | 147 | 111 | 76 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | *Yes* | 83 | 53 | 64 | 0 | --- | --- | 83 | 53 | 64 |
| | *No* | 75 | 69 | 92 | 0 | --- | --- | 75 | 69 | 92 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
## *Combined Summary Report*
## GRADE 4 WRITING

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** SPRING 2018

Legend
--- = No Data Reported For Fewer Than Five Students

| | | STAAR | | | STAAR Spanish | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Number of Students Tested | Approaches # | Approaches % | Number of Students Tested | Approaches # | Approaches % | Number of Students Tested | Approaches # | Approaches % |
| **All Students** | | 158 | 100 | 63 | 0 | --- | --- | 158 | 100 | 63 |
| **Male** | | 72 | 40 | 56 | 0 | --- | --- | 72 | 40 | 56 |
| **Female** | | 86 | 60 | 70 | 0 | --- | --- | 86 | 60 | 70 |
| **No Information Provided** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Hispanic/Latino** | | 147 | 94 | 64 | 0 | --- | --- | 147 | 94 | 64 |
| **American Indian or Alaska Native** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Asian** | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| **Black or African American** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Native Hawaiian or Other Pacific Islander** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **White** | | 10 | 5 | 50 | 0 | --- | --- | 10 | 5 | 50 |
| **Two or More Races** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **No Information Provided** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Economically Disadvantaged** | *Yes* | 112 | 69 | 62 | 0 | --- | --- | 112 | 69 | 62 |
| | *No* | 46 | 31 | 67 | 0 | --- | --- | 46 | 31 | 67 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Title I, Part A** | *Participants* | 158 | 100 | 63 | 0 | --- | --- | 158 | 100 | 63 |
| | *Nonparticipants* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Migrant** | *Yes* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *No* | 158 | 100 | 63 | 0 | --- | --- | 158 | 100 | 63 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Limited English Proficient** | *Current LEP* | 42 | 20 | 48 | 0 | --- | --- | 42 | 20 | 48 |
| | *Non-LEP (Monitored 1st Year)* | 13 | 12 | 92 | 0 | --- | --- | 13 | 12 | 92 |
| | *Non-LEP (Monitored 2nd Year)* | 5 | 5 | 100 | 0 | --- | --- | 5 | 5 | 100 |
| | *Other Non-LEP* | 98 | 63 | 64 | 0 | --- | --- | 98 | 63 | 64 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Bilingual** | *Participants* | 36 | 18 | 50 | 0 | --- | --- | 36 | 18 | 50 |
| | *Nonparticipants* | 122 | 82 | 67 | 0 | --- | --- | 122 | 82 | 67 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **ESL** | *Participants* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *Nonparticipants* | 158 | 100 | 63 | 0 | --- | --- | 158 | 100 | 63 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Special Education** | *Yes* | 10 | 2 | 20 | 0 | --- | --- | 10 | 2 | 20 |
| | *No* | 148 | 98 | 66 | 0 | --- | --- | 148 | 98 | 66 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Gifted/Talented** | *Participants* | 11 | 9 | 82 | 0 | --- | --- | 11 | 9 | 82 |
| | *Nonparticipants* | 147 | 91 | 62 | 0 | --- | --- | 147 | 91 | 62 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **At-Risk** | *Yes* | 83 | 41 | 49 | 0 | --- | --- | 83 | 41 | 49 |
| | *No* | 75 | 59 | 79 | 0 | --- | --- | 75 | 59 | 79 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
## *Combined Summary Report*
## GRADE 5 SCIENCE

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** MAY 2018

**Legend**
--- = No Data Reported For Fewer Than Five Students

| | | STAAR | | | STAAR Spanish | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Number of Students Tested | Approaches # | Approaches % | Number of Students Tested | Approaches # | Approaches % | Number of Students Tested | Approaches # | Approaches % |
| **All Students** | | 184 | 134 | 73 | 2 | --- | --- | 186 | 135 | 73 |
| **Male** | | 106 | 76 | 72 | 2 | --- | --- | 108 | 77 | 71 |
| **Female** | | 78 | 58 | 74 | 0 | --- | --- | 78 | 58 | 74 |
| **No Information Provided** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Hispanic/Latino** | | 167 | 121 | 72 | 2 | --- | --- | 169 | 122 | 72 |
| **American Indian or Alaska Native** | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| **Asian** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Black or African American** | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| **Native Hawaiian or Other Pacific Islander** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **White** | | 13 | 10 | 77 | 0 | --- | --- | 13 | 10 | 77 |
| **Two or More Races** | | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| **No Information Provided** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Economically Disadvantaged** | *Yes* | 111 | 74 | 67 | 1 | --- | --- | 112 | 75 | 67 |
| | *No* | 73 | 60 | 82 | 1 | --- | --- | 74 | 60 | 81 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Title I, Part A** | *Participants* | 184 | 134 | 73 | 2 | --- | --- | 186 | 135 | 73 |
| | *Nonparticipants* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Migrant** | *Yes* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *No* | 184 | 134 | 73 | 2 | --- | --- | 186 | 135 | 73 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Limited English Proficient** | *Current LEP* | 55 | 29 | 53 | 1 | --- | --- | 56 | 30 | 54 |
| | *Non-LEP (Monitored 1st Year)* | 20 | 20 | 100 | 0 | --- | --- | 20 | 20 | 100 |
| | *Non-LEP (Monitored 2nd Year)* | 9 | 7 | 78 | 0 | --- | --- | 9 | 7 | 78 |
| | *Other Non-LEP* | 100 | 78 | 78 | 1 | --- | --- | 101 | 78 | 77 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Bilingual** | *Participants* | 43 | 26 | 60 | 1 | --- | --- | 44 | 27 | 61 |
| | *Nonparticipants* | 141 | 108 | 77 | 1 | --- | --- | 142 | 108 | 76 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **ESL** | *Participants* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *Nonparticipants* | 184 | 134 | 73 | 2 | --- | --- | 186 | 135 | 73 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Special Education** | *Yes* | 21 | 4 | 19 | 1 | --- | --- | 22 | 5 | 23 |
| | *No* | 163 | 130 | 80 | 1 | --- | --- | 164 | 130 | 79 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Gifted/Talented** | *Participants* | 4 | --- | --- | 0 | --- | --- | 4 | --- | --- |
| | *Nonparticipants* | 180 | 130 | 72 | 2 | --- | --- | 182 | 131 | 72 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **At-Risk** | *Yes* | 82 | 38 | 46 | 2 | --- | --- | 84 | 39 | 46 |
| | *No* | 102 | 96 | 94 | 0 | --- | --- | 102 | 96 | 94 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
## *Cumulative Summary Report*
## GRADE 5 READING

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** MAY 2018

Legend
--- = No Data Reported For Fewer Than Five Students

| | | April Cohort* | | | | May Results for Students in April Cohort** | | | | | Cumulative*** | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Number of Students Tested | | | | | | | |
| | | Answer Documents Submitted | Number of Students Tested | Number at Approaches | Percent at Approaches | First-Time Tested | Retested | Total | Number at Approaches | Percent at Approaches | Number of Students Tested | Number at Approaches | Percent at Approaches |
| **All Students** | | 188 | 188 | 129 | 69 | 0 | 57 | 57 | 13 | 23 | 188 | 142 | 76 |
| **Male** | | 110 | 110 | 70 | 64 | 0 | 38 | 38 | 9 | 24 | 110 | 79 | 72 |
| **Female** | | 78 | 78 | 59 | 76 | 0 | 19 | 19 | 4 | 21 | 78 | 63 | 81 |
| **No Information Provided** | | 0 | 0 | --- | --- | 0 | 0 | 0 | --- | --- | 0 | --- | --- |
| **Hispanic/Latino** | | 171 | 171 | 117 | 68 | 0 | 52 | 52 | 13 | 25 | 171 | 130 | 76 |
| **American Indian or Alaska Native** | | 1 | 1 | --- | --- | 0 | 1 | 1 | --- | --- | 1 | --- | --- |
| **Asian** | | 0 | 0 | --- | --- | 0 | 0 | 0 | --- | --- | 0 | --- | --- |
| **Black or African American** | | 1 | 1 | --- | --- | 0 | 0 | 0 | --- | --- | 1 | --- | --- |
| **Native Hawaiian or Other Pacific Islander** | | 0 | 0 | --- | --- | 0 | 0 | 0 | --- | --- | 0 | --- | --- |
| **White** | | 13 | 13 | 9 | 69 | 0 | 4 | 4 | --- | --- | 13 | 9 | 69 |
| **Two or More Races** | | 2 | 2 | --- | --- | 0 | 0 | 0 | --- | --- | 2 | --- | --- |
| **No Information Provided** | | 0 | 0 | --- | --- | 0 | 0 | 0 | --- | --- | 0 | --- | --- |
| **Economically Disadvantaged** | *Yes* | 114 | 114 | 76 | 67 | 0 | 37 | 37 | 8 | 22 | 114 | 84 | 74 |
| | *No* | 74 | 74 | 53 | 72 | 0 | 20 | 20 | 5 | 25 | 74 | 58 | 78 |
| | *No Information Provided* | 0 | 0 | --- | --- | 0 | 0 | 0 | --- | --- | 0 | --- | --- |
| **Title I, Part A** | *Participants* | 188 | 188 | 129 | 69 | 0 | 57 | 57 | 13 | 23 | 188 | 142 | 76 |
| | *Nonparticipants* | 0 | 0 | --- | --- | 0 | 0 | 0 | --- | --- | 0 | --- | --- |
| | *No Information Provided* | 0 | 0 | --- | --- | 0 | 0 | 0 | --- | --- | 0 | --- | --- |
| **Migrant** | *Yes* | 0 | 0 | --- | --- | 0 | 0 | 0 | --- | --- | 0 | --- | --- |
| | *No* | 188 | 188 | 129 | 69 | 0 | 57 | 57 | 13 | 23 | 188 | 142 | 76 |
| | *No Information Provided* | 0 | 0 | --- | --- | 0 | 0 | 0 | --- | --- | 0 | --- | --- |
| **Limited English Proficient** | *Current LEP* | 57 | 57 | 24 | 42 | 0 | 32 | 32 | 9 | 28 | 57 | 33 | 58 |
| | *Non-LEP (Monitored 1st Year)* | 0 | 0 | --- | --- | 0 | 0 | 0 | --- | --- | 0 | --- | --- |
| | *Non-LEP (Monitored 2nd Year)* | 0 | 0 | --- | --- | 0 | 0 | 0 | --- | --- | 0 | --- | --- |
| | *Other Non-LEP* | 131 | 131 | 105 | 80 | 0 | 25 | 25 | 4 | 16 | 131 | 109 | 83 |
| | *No Information Provided* | 0 | 0 | --- | --- | 0 | 0 | 0 | --- | --- | 0 | --- | --- |
| **Bilingual** | *Participants* | 45 | 45 | 20 | 44 | 0 | 24 | 24 | 4 | 17 | 45 | 24 | 53 |
| | *Nonparticipants* | 143 | 143 | 109 | 76 | 0 | 33 | 33 | 9 | 27 | 143 | 118 | 83 |
| | *No Information Provided* | 0 | 0 | --- | --- | 0 | 0 | 0 | --- | --- | 0 | --- | --- |
| **ESL** | *Participants* | 0 | 0 | --- | --- | 0 | 0 | 0 | --- | --- | 0 | --- | --- |
| | *Nonparticipants* | 188 | 188 | 129 | 69 | 0 | 57 | 57 | 13 | 23 | 188 | 142 | 76 |
| | *No Information Provided* | 0 | 0 | --- | --- | 0 | 0 | 0 | --- | --- | 0 | --- | --- |
| **Special Education** | *Yes* | 22 | 22 | 4 | 18 | 0 | 17 | 17 | 2 | 12 | 22 | 6 | 27 |
| | *No* | 166 | 166 | 125 | 75 | 0 | 40 | 40 | 11 | 28 | 166 | 136 | 82 |
| | *No Information Provided* | 0 | 0 | --- | --- | 0 | 0 | 0 | --- | --- | 0 | --- | --- |
| **Gifted/Talented** | *Participants* | 4 | 4 | --- | --- | 0 | 0 | 0 | --- | --- | 4 | --- | --- |
| | *Nonparticipants* | 184 | 184 | 125 | 68 | 0 | 57 | 57 | 13 | 23 | 184 | 138 | 75 |
| | *No Information Provided* | 0 | 0 | --- | --- | 0 | 0 | 0 | --- | --- | 0 | --- | --- |
| **At-Risk** | *Yes* | 85 | 85 | 31 | 36 | 0 | 52 | 52 | 10 | 19 | 85 | 41 | 48 |
| | *No* | 103 | 103 | 98 | 95 | 0 | 5 | 5 | 3 | 60 | 103 | 101 | 98 |
| | *No Information Provided* | 0 | 0 | --- | --- | 0 | 0 | 0 | --- | --- | 0 | --- | --- |

Note: includes STAAR and STAAR Spanish test versions
* All answer documents submitted in April
** In the same campus as April
*** Students tested in April plus students in April cohort tested in May

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
## *Cumulative Summary Report*
## GRADE 5 MATHEMATICS

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** MAY 2018

Legend
--- = No Data Reported For Fewer Than Five Students

| | | April Cohort* | | | | May Results for Students in April Cohort** | | | | | Cumulative*** | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Number of Students Tested | | | | | | | |
| | | Answer Documents Submitted | Number of Students Tested | Number at Approaches | Percent at Approaches | First-Time Tested | Retested | Total | Number at Approaches | Percent at Approaches | Number of Students Tested | Number at Approaches | Percent at Approaches |
| **All Students** | | 188 | 188 | 159 | 85 | 0 | 28 | 28 | 5 | 18 | 188 | 164 | 87 |
| **Male** | | 110 | 110 | 90 | 82 | 0 | 19 | 19 | 4 | 21 | 110 | 94 | 85 |
| **Female** | | 78 | 78 | 69 | 88 | 0 | 9 | 9 | 1 | 11 | 78 | 70 | 90 |
| **No Information Provided** | | 0 | 0 | — | — | 0 | 0 | 0 | — | — | 0 | — | — |
| **Hispanic/Latino** | | 171 | 171 | 145 | 85 | 0 | 25 | 25 | 5 | 20 | 171 | 150 | 88 |
| **American Indian or Alaska Native** | | 1 | 1 | — | — | 0 | 0 | 0 | — | — | 1 | — | — |
| **Asian** | | 0 | 0 | — | — | 0 | 0 | 0 | — | — | 0 | — | — |
| **Black or African American** | | 1 | 1 | — | — | 0 | 0 | 0 | — | — | 1 | — | — |
| **Native Hawaiian or Other Pacific Islander** | | 0 | 0 | — | — | 0 | 0 | 0 | — | — | 0 | — | — |
| **White** | | 13 | 13 | 10 | 77 | 0 | 3 | 3 | — | — | 13 | 10 | 77 |
| **Two or More Races** | | 2 | 2 | — | — | 0 | 0 | 0 | — | — | 2 | — | — |
| **No Information Provided** | | 0 | 0 | — | — | 0 | 0 | 0 | — | — | 0 | — | — |
| **Economically Disadvantaged** | *Yes* | 114 | 114 | 94 | 82 | 0 | 20 | 20 | 4 | 20 | 114 | 98 | 86 |
| | *No* | 74 | 74 | 65 | 88 | 0 | 8 | 8 | 1 | 13 | 74 | 66 | 89 |
| | *No Information Provided* | 0 | 0 | — | — | 0 | 0 | 0 | — | — | 0 | — | — |
| **Title I, Part A** | *Participants* | 188 | 188 | 159 | 85 | 0 | 28 | 28 | 5 | 18 | 188 | 164 | 87 |
| | *Nonparticipants* | 0 | 0 | — | — | 0 | 0 | 0 | — | — | 0 | — | — |
| | *No Information Provided* | 0 | 0 | — | — | 0 | 0 | 0 | — | — | 0 | — | — |
| **Migrant** | *Yes* | 0 | 0 | — | — | 0 | 0 | 0 | — | — | 0 | — | — |
| | *No* | 188 | 188 | 159 | 85 | 0 | 28 | 28 | 5 | 18 | 188 | 164 | 87 |
| | *No Information Provided* | 0 | 0 | — | — | 0 | 0 | 0 | — | — | 0 | — | — |
| **Limited English Proficient** | *Current LEP* | 57 | 57 | 45 | 79 | 0 | 11 | 11 | 2 | 18 | 57 | 47 | 82 |
| | *Non-LEP (Monitored 1st Year)* | 0 | 0 | — | — | 0 | 0 | 0 | — | — | 0 | — | — |
| | *Non-LEP (Monitored 2nd Year)* | 0 | 0 | — | — | 0 | 0 | 0 | — | — | 0 | — | — |
| | *Other Non-LEP* | 131 | 131 | 114 | 87 | 0 | 17 | 17 | 3 | 18 | 131 | 117 | 89 |
| | *No Information Provided* | 0 | 0 | — | — | 0 | 0 | 0 | — | — | 0 | — | — |
| **Bilingual** | *Participants* | 45 | 45 | 35 | 78 | 0 | 9 | 9 | 2 | 22 | 45 | 37 | 82 |
| | *Nonparticipants* | 143 | 143 | 124 | 87 | 0 | 19 | 19 | 3 | 16 | 143 | 127 | 89 |
| | *No Information Provided* | 0 | 0 | — | — | 0 | 0 | 0 | — | — | 0 | — | — |
| **ESL** | *Participants* | 0 | 0 | — | — | 0 | 0 | 0 | — | — | 0 | — | — |
| | *Nonparticipants* | 188 | 188 | 159 | 85 | 0 | 28 | 28 | 5 | 18 | 188 | 164 | 87 |
| | *No Information Provided* | 0 | 0 | — | — | 0 | 0 | 0 | — | — | 0 | — | — |
| **Special Education** | *Yes* | 22 | 22 | 11 | 50 | 0 | 10 | 10 | 0 | 0 | 22 | 11 | 50 |
| | *No* | 166 | 166 | 148 | 89 | 0 | 18 | 18 | 5 | 28 | 166 | 153 | 92 |
| | *No Information Provided* | 0 | 0 | — | — | 0 | 0 | 0 | — | — | 0 | — | — |
| **Gifted/Talented** | *Participants* | 4 | 4 | — | — | 0 | 0 | 0 | — | — | 4 | — | — |
| | *Nonparticipants* | 184 | 184 | 155 | 84 | 0 | 28 | 28 | 5 | 18 | 184 | 160 | 87 |
| | *No Information Provided* | 0 | 0 | — | — | 0 | 0 | 0 | — | — | 0 | — | — |
| **At-Risk** | *Yes* | 85 | 85 | 57 | 67 | 0 | 27 | 27 | 5 | 19 | 85 | 62 | 73 |
| | *No* | 103 | 103 | 102 | 99 | 0 | 1 | 1 | — | — | 103 | 102 | 99 |
| | *No Information Provided* | 0 | 0 | — | — | 0 | 0 | 0 | — | — | 0 | — | — |

Note: includes STAAR and STAAR Spanish test versions
* All answer documents submitted in April
** In the same campus as April
*** Students tested in April plus students in April cohort tested in May

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## *Summary Report*

## GRADE 5 READING

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** MAY 2018

| Administration Summary | Number | Percent |
|---|---|---|
| Students Tested | 54 | 92 |
| Students Not Tested | | |
| Absent | 1 | 2 |
| Other | 4 | 7 |
| Total Documents Submitted | 59 | 100 |

Legend
--- = No Data Reported For Fewer Than Five Students

| | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | 1 | | 2 | | 3 | |
| | | | | | | | | | | | | Understanding/ Analysis Across Genres | | Understanding/ Analysis of Literary Texts | | Understanding/ Analysis of Informational Texts | |
| | | | | | | | | | | | | Number of Items Tested | | | | | |
| | | | | | | | | | | | | 8 | | 16 | | 14 | |
| | | | | | | | | | | | | Avg. # of Items / % Correct | | | | | |
| | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| **All Students** | | 54 | 1390 | 42 | 78 | 12 | 22 | 2 | 4 | 0 | 0 | 3.2 | 40 | 7.1 | 44 | 6.2 | 45 |
| **Male** | | 36 | 1388 | 28 | 78 | 8 | 22 | 1 | 3 | 0 | 0 | 3.3 | 41 | 6.9 | 43 | 6.2 | 44 |
| **Female** | | 18 | 1394 | 14 | 78 | 4 | 22 | 1 | 6 | 0 | 0 | 3.1 | 38 | 7.3 | 45 | 6.4 | 46 |
| **No Information Provided** | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Hispanic/Latino** | | 49 | 1390 | 37 | 76 | 12 | 24 | 2 | 4 | 0 | 0 | 3.3 | 41 | 7.1 | 44 | 6.2 | 44 |
| **American Indian or Alaska Native** | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Asian** | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Black or African American** | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Native Hawaiian or Other Pacific Islander** | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **White** | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Two or More Races** | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No Information Provided** | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Economically Disadvantaged** | *Yes* | 35 | 1379 | 27 | 77 | 8 | 23 | 1 | 3 | 0 | 0 | 3.1 | 39 | 6.8 | 43 | 5.8 | 42 |
| | *No* | 19 | 1411 | 15 | 79 | 4 | 21 | 1 | 5 | 0 | 0 | 3.3 | 41 | 7.5 | 47 | 7.0 | 50 |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title I, Part A** | *Participants* | 54 | 1390 | 42 | 78 | 12 | 22 | 2 | 4 | 0 | 0 | 3.2 | 40 | 7.1 | 44 | 6.2 | 45 |
| | *Nonparticipants* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Migrant** | *Yes* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No* | 54 | 1390 | 42 | 78 | 12 | 22 | 2 | 4 | 0 | 0 | 3.2 | 40 | 7.1 | 44 | 6.2 | 45 |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Limited English Proficient** | *Current LEP* | 29 | 1391 | 21 | 72 | 8 | 28 | 1 | 3 | 0 | 0 | 3.3 | 41 | 7.2 | 45 | 6.1 | 44 |
| | *Non-LEP (Monitored 1st Year)* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Non-LEP (Monitored 2nd Year)* | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Other Non-LEP* | 23 | 1385 | 19 | 83 | 4 | 17 | 1 | 4 | 0 | 0 | 3.0 | 38 | 6.7 | 42 | 6.3 | 45 |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Bilingual** | *Participants* | 22 | 1383 | 18 | 82 | 4 | 18 | 1 | 5 | 0 | 0 | 3.3 | 41 | 7.0 | 44 | 5.6 | 40 |
| | *Nonparticipants* | 32 | 1395 | 24 | 75 | 8 | 25 | 1 | 3 | 0 | 0 | 3.1 | 39 | 7.1 | 44 | 6.7 | 48 |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ESL** | *Participants* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Nonparticipants* | 54 | 1390 | 42 | 78 | 12 | 22 | 2 | 4 | 0 | 0 | 3.2 | 40 | 7.1 | 44 | 6.2 | 45 |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Special Education** | *Yes* | 16 | 1335 | 14 | 88 | 2 | 13 | 0 | 0 | 0 | 0 | 2.3 | 29 | 5.9 | 37 | 4.7 | 33 |
| | *No* | 38 | 1413 | 28 | 74 | 10 | 26 | 2 | 5 | 0 | 0 | 3.6 | 44 | 7.5 | 47 | 6.9 | 49 |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gifted/Talented** | *Participants* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Nonparticipants* | 54 | 1390 | 42 | 78 | 12 | 22 | 2 | 4 | 0 | 0 | 3.2 | 40 | 7.1 | 44 | 6.2 | 45 |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **At-Risk** | *Yes* | 49 | 1380 | 40 | 82 | 9 | 18 | 1 | 2 | 0 | 0 | 3.0 | 38 | 6.8 | 43 | 6.0 | 43 |
| | *No* | 5 | 1487 | 2 | 40 | 3 | 60 | 1 | 20 | 0 | 0 | 4.8 | 60 | 9.4 | 59 | 8.8 | 63 |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## *Summary Report*

## GRADE 5 MATHEMATICS

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** MAY 2018

| Administration Summary | Number | Percent |
|---|---|---|
| Students Tested | 25 | 54 |
| Students Not Tested | | |
| Absent | 0 | 0 |
| Other | 21 | 46 |
| Total Documents Submitted | 46 | 100 |

Legend
--- = No Data Reported For Fewer Than Five Students

| | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | 1 | | 2 | | 3 | | 4 | |
| | | | | | | | | | | | | Numerical Representations and Relationships | | Computations and Algebraic Relationships | | Geometry and Measurement | | Data Analysis and Personal Financial Literacy | |
| | | | | | | | | | | | | Number of Items Tested | | | | | | | |
| | | | | | | | | | | | | 6 | | 17 | | 9 | | 4 | |
| | | | | | | | | | | | | Avg. # of Items / % Correct | | | | | | | |
| | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | | 25 | 1459 | 20 | 80 | 5 | 20 | 0 | 0 | 0 | 0 | 2.0 | 34 | 7.0 | 41 | 3.7 | 41 | 1.2 | 31 |
| Male | | 17 | 1459 | 13 | 76 | 4 | 24 | 0 | 0 | 0 | 0 | 2.1 | 35 | 6.7 | 39 | 4.1 | 45 | 1.2 | 29 |
| Female | | 8 | 1459 | 7 | 88 | 1 | 13 | 0 | 0 | 0 | 0 | 1.9 | 31 | 7.8 | 46 | 3.0 | 33 | 1.4 | 34 |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | | 22 | 1465 | 17 | 77 | 5 | 23 | 0 | 0 | 0 | 0 | 2.0 | 33 | 7.5 | 44 | 3.7 | 41 | 1.2 | 31 |
| American Indian or Alaska Native | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Native Hawaiian or Other Pacific Islander | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Two or More Races | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | Yes | 18 | 1461 | 14 | 78 | 4 | 22 | 0 | 0 | 0 | 0 | 2.1 | 34 | 7.3 | 43 | 3.7 | 41 | 1.1 | 28 |
| | No | 7 | 1455 | 6 | 86 | 1 | 14 | 0 | 0 | 0 | 0 | 2.0 | 33 | 6.3 | 37 | 3.9 | 43 | 1.6 | 39 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | Participants | 25 | 1459 | 20 | 80 | 5 | 20 | 0 | 0 | 0 | 0 | 2.0 | 34 | 7.0 | 41 | 3.7 | 41 | 1.2 | 31 |
| | Nonparticipants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No | 25 | 1459 | 20 | 80 | 5 | 20 | 0 | 0 | 0 | 0 | 2.0 | 34 | 7.0 | 41 | 3.7 | 41 | 1.2 | 31 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Limited English Proficient | Current LEP | 8 | 1475 | 6 | 75 | 2 | 25 | 0 | 0 | 0 | 0 | 2.4 | 40 | 8.1 | 48 | 3.6 | 40 | 1.0 | 25 |
| | Non-LEP (Monitored 1st Year) | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Non-LEP (Monitored 2nd Year) | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Other Non-LEP | 15 | 1451 | 12 | 80 | 3 | 20 | 0 | 0 | 0 | 0 | 1.8 | 30 | 6.6 | 39 | 3.7 | 41 | 1.3 | 33 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual | Participants | 7 | 1473 | 5 | 71 | 2 | 29 | 0 | 0 | 0 | 0 | 2.3 | 38 | 7.9 | 46 | 3.7 | 41 | 1.1 | 29 |
| | Nonparticipants | 18 | 1454 | 15 | 83 | 3 | 17 | 0 | 0 | 0 | 0 | 1.9 | 32 | 6.7 | 40 | 3.7 | 41 | 1.3 | 32 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | 25 | 1459 | 20 | 80 | 5 | 20 | 0 | 0 | 0 | 0 | 2.0 | 34 | 7.0 | 41 | 3.7 | 41 | 1.2 | 31 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | Yes | 9 | 1437 | 9 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 2.0 | 33 | 7.1 | 42 | 2.8 | 31 | 0.6 | 14 |
| | No | 16 | 1472 | 11 | 69 | 5 | 31 | 0 | 0 | 0 | 0 | 2.1 | 34 | 7.0 | 41 | 4.3 | 47 | 1.6 | 41 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | 25 | 1459 | 20 | 80 | 5 | 20 | 0 | 0 | 0 | 0 | 2.0 | 34 | 7.0 | 41 | 3.7 | 41 | 1.2 | 31 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | Yes | 24 | 1458 | 19 | 79 | 5 | 21 | 0 | 0 | 0 | 0 | 2.1 | 35 | 7.1 | 42 | 3.6 | 40 | 1.2 | 29 |
| | No | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

STAAR State of Texas Assessments of Academic Readiness — Spanish Version

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

## *Summary Report*

## GRADE 5 READING

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** MAY 2018

| Administration Summary | Number | Percent |
|---|---|---|
| Students Tested | 3 | 100 |
| Students Not Tested | | |
| Absent | 0 | 0 |
| Other | 0 | 0 |
| Total Documents Submitted | 3 | 100 |

Legend
--- = No Data Reported For Fewer Than Five Students

| | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | 1 | | 2 | | 3 | |
| | | | | | | | | | | | | Understanding/ Analysis Across Genres | | Understanding/ Analysis of Literary Texts | | Understanding/ Analysis of Informational Texts | |
| | | | | | | | | | | | | Number of Items Tested | | | | | |
| | | | | | | | | | | | | 8 | | 16 | | 14 | |
| | | | | | | | | | | | | Avg. # of Items / % Correct | | | | | |
| | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Male | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| American Indian or Alaska Native | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Native Hawaiian or Other Pacific Islander | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Two or More Races | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | *Yes* | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No* | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | *Participants* | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Nonparticipants* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | *Yes* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No* | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Limited English Proficient | *Current LEP* | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Non-LEP (Monitored 1st Year)* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Non-LEP (Monitored 2nd Year)* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Other Non-LEP* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual | *Participants* | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Nonparticipants* | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | *Participants* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Nonparticipants* | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | *Yes* | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No* | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | *Participants* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Nonparticipants* | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | *Yes* | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

STAAR State of Texas Assessments of Academic Readiness — Spanish Version

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

## *Summary Report*

## GRADE 5 MATHEMATICS

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** MAY 2018

| Administration Summary | Number | Percent |
|---|---|---|
| Students Tested | 3 | 100 |
| Students Not Tested | | |
| Absent | 0 | 0 |
| Other | 0 | 0 |
| Total Documents Submitted | 3 | 100 |

**Legend**
--- = No Data Reported For Fewer Than Five Students

| | | Number of Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | Results for Each Reporting Category | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | 1 | | 2 | | 3 | | 4 | |
| | | | | | | | | | | | | Numerical Representations and Relationships | | Computations and Algebraic Relationships | | Geometry and Measurement | | Data Analysis and Personal Financial Literacy | |
| | | | | | | | | | | | | Number of Items Tested | | | | | | | |
| | | | | | | | | | | | | 6 | | 17 | | 9 | | 4 | |
| | | | | | | | | | | | | Avg. # of Items / % Correct | | | | | | | |
| | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Male | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| American Indian or Alaska Native | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Native Hawaiian or Other Pacific Islander | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Two or More Races | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | *Yes* | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No* | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | *Participants* | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Nonparticipants* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | *Yes* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No* | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Limited English Proficient | *Current LEP* | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Non-LEP (Monitored 1st Year)* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Non-LEP (Monitored 2nd Year)* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Other Non-LEP* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual | *Participants* | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Nonparticipants* | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | *Participants* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Nonparticipants* | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | *Yes* | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No* | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | *Participants* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *Nonparticipants* | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | *Yes* | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | *No Information Provided* | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
## *Combined Summary Report*
## GRADE 5 READING

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** MAY 2018

Legend
--- = No Data Reported For Fewer Than Five Students

| | | STAAR | | | STAAR Spanish | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Number of Students Tested | Approaches # | Approaches % | Number of Students Tested | Approaches # | Approaches % | Number of Students Tested | Approaches # | Approaches % |
| **All Students** | | 54 | 12 | 22 | 3 | --- | --- | 57 | 13 | 23 |
| **Male** | | 36 | 8 | 22 | 2 | --- | --- | 38 | 9 | 24 |
| **Female** | | 18 | 4 | 22 | 1 | --- | --- | 19 | 4 | 21 |
| **No Information Provided** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Hispanic/Latino** | | 49 | 12 | 24 | 3 | --- | --- | 52 | 13 | 25 |
| **American Indian or Alaska Native** | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| **Asian** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Black or African American** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Native Hawaiian or Other Pacific Islander** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **White** | | 4 | --- | --- | 0 | --- | --- | 4 | --- | --- |
| **Two or More Races** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **No Information Provided** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Economically Disadvantaged** | *Yes* | 35 | 8 | 23 | 2 | --- | --- | 37 | 8 | 22 |
| | *No* | 19 | 4 | 21 | 1 | --- | --- | 20 | 5 | 25 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Title I, Part A** | *Participants* | 54 | 12 | 22 | 3 | --- | --- | 57 | 13 | 23 |
| | *Nonparticipants* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Migrant** | *Yes* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *No* | 54 | 12 | 22 | 3 | --- | --- | 57 | 13 | 23 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Limited English Proficient** | *Current LEP* | 29 | 8 | 28 | 3 | --- | --- | 32 | 9 | 28 |
| | *Non-LEP (Monitored 1st Year)* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *Non-LEP (Monitored 2nd Year)* | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| | *Other Non-LEP* | 23 | 4 | 17 | 0 | --- | --- | 23 | 4 | 17 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Bilingual** | *Participants* | 22 | 4 | 18 | 2 | --- | --- | 24 | 4 | 17 |
| | *Nonparticipants* | 32 | 8 | 25 | 1 | --- | --- | 33 | 9 | 27 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **ESL** | *Participants* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *Nonparticipants* | 54 | 12 | 22 | 3 | --- | --- | 57 | 13 | 23 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Special Education** | *Yes* | 16 | 2 | 13 | 1 | --- | --- | 17 | 2 | 12 |
| | *No* | 38 | 10 | 26 | 2 | --- | --- | 40 | 11 | 28 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Gifted/Talented** | *Participants* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *Nonparticipants* | 54 | 12 | 22 | 3 | --- | --- | 57 | 13 | 23 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **At-Risk** | *Yes* | 49 | 9 | 18 | 3 | --- | --- | 52 | 10 | 19 |
| | *No* | 5 | 3 | 60 | 0 | --- | --- | 5 | 3 | 60 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |

# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
## *Combined Summary Report*
## GRADE 5 MATHEMATICS

**District:** 071-901 CLINT ISD
**Campus:** 103 DESERT HILLS EL

**Report Date:** JUNE 2018
**Date of Testing:** MAY 2018

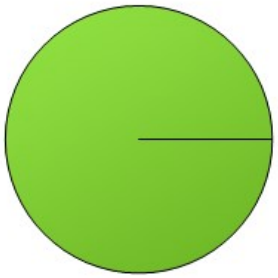
Legend
--- = No Data Reported For Fewer Than Five Students

| | | STAAR | | | STAAR Spanish | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Number of Students Tested | Approaches # | Approaches % | Number of Students Tested | Approaches # | Approaches % | Number of Students Tested | Approaches # | Approaches % |
| **All Students** | | 25 | 5 | 20 | 3 | --- | --- | 28 | 5 | 18 |
| **Male** | | 17 | 4 | 24 | 2 | --- | --- | 19 | 4 | 21 |
| **Female** | | 8 | 1 | 13 | 1 | --- | --- | 9 | 1 | 11 |
| **No Information Provided** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Hispanic/Latino** | | 22 | 5 | 23 | 3 | --- | --- | 25 | 5 | 20 |
| **American Indian or Alaska Native** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Asian** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Black or African American** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Native Hawaiian or Other Pacific Islander** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **White** | | 3 | --- | --- | 0 | --- | --- | 3 | --- | --- |
| **Two or More Races** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **No Information Provided** | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Economically Disadvantaged** | *Yes* | 18 | 4 | 22 | 2 | --- | --- | 20 | 4 | 20 |
| | *No* | 7 | 1 | 14 | 1 | --- | --- | 8 | 1 | 13 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Title I, Part A** | *Participants* | 25 | 5 | 20 | 3 | --- | --- | 28 | 5 | 18 |
| | *Nonparticipants* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Migrant** | *Yes* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *No* | 25 | 5 | 20 | 3 | --- | --- | 28 | 5 | 18 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Limited English Proficient** | *Current LEP* | 8 | 2 | 25 | 3 | --- | --- | 11 | 2 | 18 |
| | *Non-LEP (Monitored 1st Year)* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *Non-LEP (Monitored 2nd Year)* | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| | *Other Non-LEP* | 15 | 3 | 20 | 0 | --- | --- | 15 | 3 | 20 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Bilingual** | *Participants* | 7 | 2 | 29 | 2 | --- | --- | 9 | 2 | 22 |
| | *Nonparticipants* | 18 | 3 | 17 | 1 | --- | --- | 19 | 3 | 16 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **ESL** | *Participants* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *Nonparticipants* | 25 | 5 | 20 | 3 | --- | --- | 28 | 5 | 18 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Special Education** | *Yes* | 9 | 0 | 0 | 1 | --- | --- | 10 | 0 | 0 |
| | *No* | 16 | 5 | 31 | 2 | --- | --- | 18 | 5 | 28 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **Gifted/Talented** | *Participants* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | *Nonparticipants* | 25 | 5 | 20 | 3 | --- | --- | 28 | 5 | 18 |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| **At-Risk** | *Yes* | 24 | 5 | 21 | 3 | --- | --- | 27 | 5 | 19 |
| | *No* | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| | *No Information Provided* | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |

# Parent & Family Engagement Survey Overall Results
## Administered from February 1, 2018 – March 2, 2018
## 2017-2018 School Year

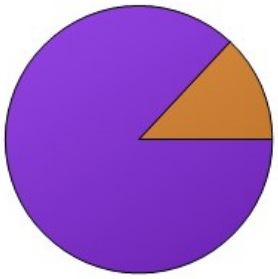


Please select your child's campus. Por favor seleccione la escuela de su hijo(a)



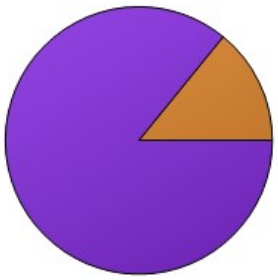
| | Count | Percentage |
|---|---|---|
| Carroll T. Welch Elementary School | 0 | 0% |
| Clint High School | 0 | 0% |
| CECA Clint ISD Early College Academy | 0 | 0% |
| Clint Junior High School | 0 | 0% |
| Desert Hills Elementary School | 92 | 100% |
| East Montana Middle School | 0 | 0% |
| Frank Macias Elementary School | 0 | 0% |
| Horizon High School | 0 | 0% |
| Horizon Middle School | 0 | 0% |
| Montana Vista Elementary School | 0 | 0% |
| Mountain View High School | 0 | 0% |
| Red Sands Elementary School | 0 | 0% |
| Ricardo Estrada Middle School | 0 | 0% |
| W.D. Surratt Elementary School | 0 | 0% |
| District Alternative Education Program (DAEP) | 0 | 0% |
| **Total** | **92** | **100%** |

Please mark your responses
*Por favor marque sus respuestas*
: **1. Did you receive notification of your right to request information about the qualifications of your child's teacher(s)?**
*¿Recibió notificación de su derecho a pedir información sobre las calificaciones del maestro(s)/maestra(s) de su hijo(a)?*



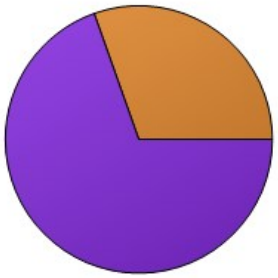
| | Count | Percentage |
|---|---|---|
| Yes / *Si* | 80 | 86.96% |
| No / *No* | 12 | 13.04% |
| **Total** | **92** | **100%** |

Please mark your responses
*Por favor marque sus respuestas*
: **2. Have you received the school report card and/or Federal Report Card, which provides information about the overall school academic performance?**
*¿A recibido el reporte de calificación escolar o la tarjeta de reporte federal que proporciona la información general sobre el desempeño académico de la escuela de su hijo(a)?*



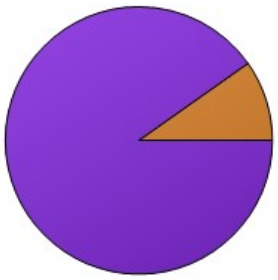
| | Count | Percentage |
|---|---|---|
| **Yes /** *Si* | 79 | 85.87% |
| **No /** *No* | 13 | 14.13% |
| **Total** | **92** | **100%** |

Please mark your responses
*Por favor marque sus respuestas*
: **3. Have you received information from the school about your child's State Assessment (STAAR) results?**
*¿A recibido información de la escuela sobre los resultados de los exámenes estatales (STAAR) de su hijo(a)?*



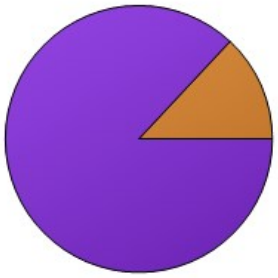
| | Count | Percentage |
|---|---|---|
| **Yes /** *Si* | 64 | 69.57% |
| **No /** *No* | 28 | 30.43% |
| **Total** | **92** | **100%** |

Please mark your responses
*Por favor marque sus respuestas*
: **4. Does the teacher(s) contact you when your child is at risk of failing?**
*¿Es informado(a) por el maestro(a) cuando su hijo(a) está en riesgo de reprobar la clase?*



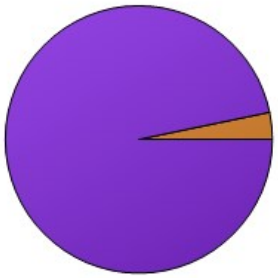
| | Count | Percentage |
|---|---|---|
| **Yes /** *Si* | 83 | 90.22% |
| **No /** *No* | 9 | 9.78% |
| **Total** | **92** | **100%** |

Please mark your responses
*Por favor marque sus respuestas*
: **5. Does the teacher(s) suggest homework activities for you and your child?**
*¿El maestro(a) de su hijo(a) le ha sugerido actividades de tarea para usted y su hijo(a)?*



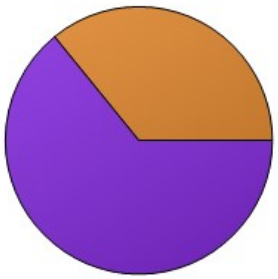
| | Count | Percentage |
|---|---|---|
| **Yes /** *Si* | 80 | 86.96% |
| **No /** *No* | 12 | 13.04% |
| **Total** | **92** | **100%** |

Please mark your responses
*Por favor marque sus respuestas*
: **6. Is the information from your child's school and/or any communication related to home learning activities given to you in a language easy to understand?**
*¿Es la información de la escuela de su hijo(a) u otro tipo comunicación relacionada con actividades de aprendizaje en un lenguaje fácil de entender?*



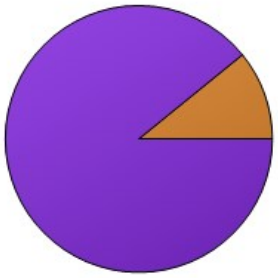
| | Count | Percentage |
|---|---|---|
| **Yes /** *Si* | 89 | 96.74% |
| **No /** *No* | 3 | 3.26% |
| **Total** | **92** | **100%** |

Please mark your responses
*Por favor marque sus respuestas*
: **7. Do you know where you can find the school-parent-student compact and the parent & family engagement plan for your child's school?**
*¿Sabe usted en donde puede encontrar el pacto entre la escuela-padre(s) de familia-estudiante y el plan de participación de padres y familia de la escuela de su hijo(a)?*



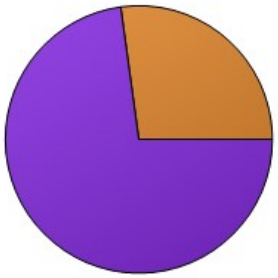
| | Count | Percentage |
|---|---|---|
| **Yes /** *Si* | 59 | 64.13% |
| **No /** *No* | 33 | 35.87% |
| **Total** | **92** | **100%** |

Please mark your responses
*Por favor marque sus respuestas*
: **8. At your child's school, are parents invited to participate in the planning and evaluation of school programs?**
*¿Los padres de familia son invitados a participar en la planificación y evaluación de los programas escolares en la escuela de su hijo(a)?*



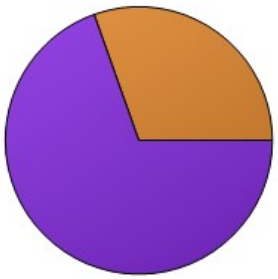
| | Count | Percentage |
|---|---|---|
| **Yes /** *Si* | 82 | 89.13% |
| **No /** *No* | 10 | 10.87% |
| **Total** | **92** | **100%** |

Please mark your responses
*Por favor marque sus respuestas*
: **9. Did your child's school invite you to the Annual Title I parent meeting? This meeting provides information to parents on how the school will use federal funds to support parent and family engagement.**
*¿Fue usted invitado(a) a la junta anual del programa Título I? La reunión proporciona información a padres y familias sobre como la escuela utiliza fondos federales para el apoyo a los padres y familias en el mejoramiento de los programas en las escuelas.*



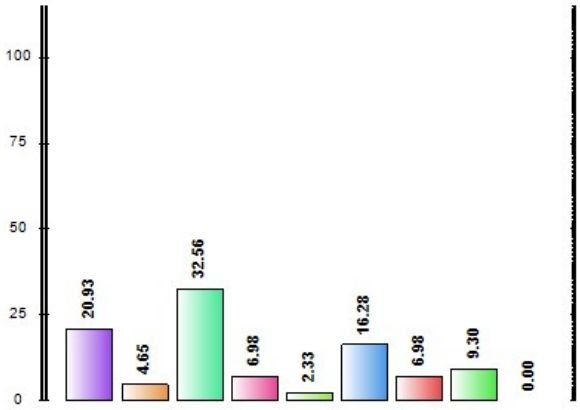
| | Count | Percentage |
|---|---|---|
| **Yes /** *Si* | 67 | 72.83% |
| **No /** *No* | 25 | 27.17% |
| **Total** | **92** | **100%** |

Please mark your responses
*Por favor marque sus respuestas*
: **10. Have you attended any parent meetings in which the school provided useful information?**
*¿Ha asistido a alguna reunión de padres en la cual la escuela proporciono información útil?*



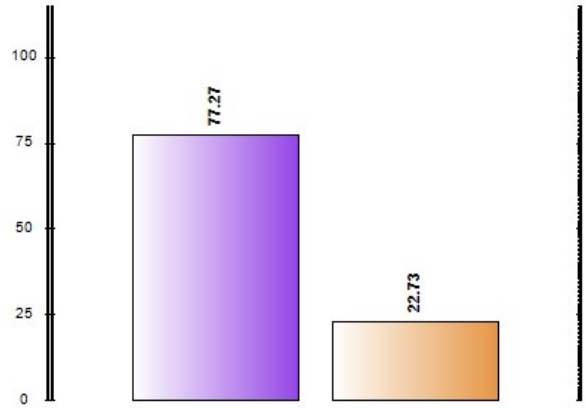
| | Count | Percentage |
|---|---|---|
| **Yes /** *Si* | 64 | 69.57% |
| **No /** *No* | 28 | 30.43% |
| **Total** | **92** | **100%** |

11. If you have not attended any parent meetings, please specify why (check all that apply):
*Si usted no ha asistido a ninguna reunión de padres, por favor explique la razón(es) (marque los que apliquen):*



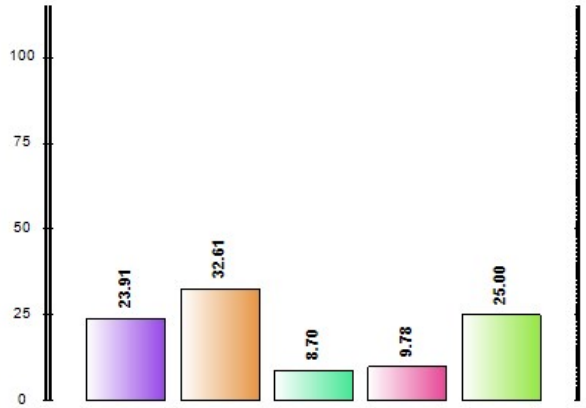

| | Count | Percentage |
|---|---|---|
| **The school did not send information with enough time;** *La escuela no envió la información con suficiente tiempo;* | 9 | 20.93% |
| **Workshops / meetings are only in English;** *Los talleres o reuniones son solamente en inglés;* | 2 | 4.65% |
| **Workshops / meetings are scheduled in the morning;** *Los talleres o reuniones se programan por la mañana;* | 14 | 32.56% |
| **Workshops / meetings are scheduled in the evening;** *Los talleres o reuniones se programan por la tarde;* | 3 | 6.98% |
| **Workshop / meeting information provided is difficult for parents to understand;** *La información de los talleres es difícil de entender para los padres;* | 1 | 2.33% |
| **No childcare is provided;** *No hay cuidado de niños;* | 7 | 16.28% |
| **I am not interested in the workshop / meeting topics offered;** *No estoy interesado(a) en los temas de los talleres/reuniones que son ofrecidos;* | 3 | 6.98% |
| **School staff lack customer service;** *El personal de la escuela carece de servicio al cliente;* | 4 | 9.3% |
| Other | 0 | 0% |
| **Total** | **43** | **100%** |

Please mark your responses
*Por favor marque sus respuestas*
: **12. Does your child's school actively seek ideas from parents on school-related issues such as improving communication, improving student achievement or developing programs?**
*¿La escuela de su hijo(a) busca activamente ideas de los padres en temas relacionados con la escuela, tales como mejorar la comunicación, mejorar el logro estudiantil o el desarrollo de programas?*



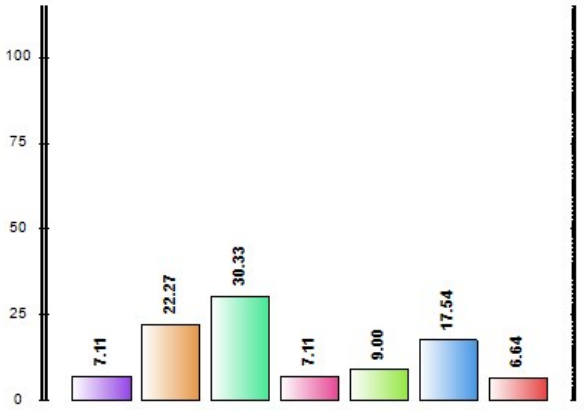

| | Count | Percentage |
|---|---|---|
| **Yes /** *Si* | 68 | 77.27% |
| **No /** *No* | 20 | 22.73% |
| **Total** | **88** | **100%** |

13. Would you like to participate more in school decisions (check all that apply)?
*¿Le gustaría participar más en las decisiones de la escuela (marque los que apliquen)?*




| | Count | Percentage |
|---|---|---|
| **Yes, I would like to participate more but I do not feel encouraged by the school.** *Si me gustaría participar, pero no siento el apoyo de la escuela.* | 22 | 23.91% |
| **Yes, I would like to participate more but I do not know how to get involved.** *Si me gustaría participar, pero no sé cómo participar o involucrarme más en la escuela.* | 30 | 32.61% |
| **Yes, I would like to participate but communicating in English is difficult for me.** *Si me gustaría participar, pero la comunicación en inglés es difícil para mi.* | 8 | 8.7% |
| **Yes, I would like to participate but I do not understand and/or feel comfortable.** *Si me gustaría participar, pero no entiendo y/o no me siento cómodo.* | 9 | 9.78% |
| **No, I am not interested in participating in school decision making at this time.** *No estoy interesado en participar en las decisiones de la escuela en este momento.* | 23 | 25% |
| **Total** | **92** | **100%** |

14. The best way to communicate with you and/the family is through (check your 2 preferred methods):
*La mejor manera de comunicarnos con usted y su familia es a través de (seleccione dos métodos preferidos):*




| | Count | Percentage |
|---|---|---|
| **Newsletters** *Boletín informativo* | 15 | 7.11% |
| **Text messages** *Mensajes de texto* | 47 | 22.27% |
| **Phone applications such as ClassDojo** *Usando aplicaciones de teléfono como ClassDojo* | 64 | 30.33% |
| **Phone call by staff members** *Llamada por los miembros del personal* | 15 | 7.11% |
| **Phone call by Skylert** *Llamada por Skylert* | 19 | 9% |
| **Email notification** *Correo electrónico* | 37 | 17.54% |
| **Social Media such as Facebook, Twitter etc.** *Las redes sociales como Facebook, Twitter u otro.* | 14 | 6.64% |
| **Total** | **211** | **100%** |

15. What more can the school offer to encourage parent & family engagement opportunities?

*¿Qué más puede ofrecer la escuela para alentar oportunidades de participación de padres y la familias?*

:

More family nights with activities

I feel that the school often sends out notifications very close to the event, in other words, very last minute with not enough time to plan. That's if I get the notification at all.

I think they are doing great

family/ student/ teacher time
i think it would be more beneficial if parents and students were able to attend together. Meetings should be longer than 30 min.

Make meetings available after hours for working parents.

Set proper reminders in order with enough time to prepare. Make students aware to have parents be more involved. Having a parent participate with school related activities sets students up for success. Being reminded that they are the reason school districts exist and give employment to lot of individuals should not be over looked.

We are happy with the level of interaction we currently have with the school.

Staff needs to communicate more with the parents on on-going calendar activities on time and more school security (my child is under school responsibility during school hours and I need that trust and security).

The school needs to go away from using dojo to communicate with parents. The teachers only communicate through dojo causing miscommunication and causing parents, who do not check or have internet access to use dojo, not to be informed about important information and events. To date, I have requested to my son and daughters teachers to contact me on my cell via text or phone call, and have specified that I don't check dojo regularly, and they have refused . In addition, I have missed events because the informing documents were not sent home, to later find out it was as only posted on dojo. Although I am pro social media, I am against it being used to communicate with parents .

Everything is fine. I wouldnt change anything

They can offer you kindness.

Ense&#65533;ar a los ni&#65533;os a respetar a sus compa&#65533;eros!

LA ESCUELA HACE MUY BIEN EN DARNOS LA INFORMACION QUE NECESITAMOS SABER. GRACIAS A MR. MACKEBEN POR SIEMPRE MANTENENRNOS INFORMADOS DE LAS NECESIDADES DE LOS ESTUDIANTES. Y LOS PROBLEMAS DE LA ESCUELA.

Perhaps the PTO can inquire about any volunteer or other opportunities that can benefit the school and/or the students. I'm not 100% sur what the PTO sponsors as far as events, but I'm sure hordes of parents would be more than willing to assist with anything the school needs.

I think they have many ways to encourage parents and family to engage their opportunities to participate.

One of the activities that the school use to have and got rid of this year was the lunch parents use to have with there kid on fitness fridays that was a great way of spending quality time with our kids. i would appreciate if the principal and school would reconsider. thank you

More Skylert phone calls

clases deportivas y culturales en las tardes

n/a

n/a

workshops and meetings, parent and family engagement opportunities would be more beneficial to be done in the afternoon because they are always scheduled to be done early in the morning during school hours, and most of parents work or at school. i would definitely participate.

Mas opciones para obtener creditos escorales o becas para la universidad, informacion sobre ellas.

Nothing at this time. This i s great school.

my issue is i work from 8-5 m-f so its hard for me to attend meeting and with us having 4 children in the hh.

communication

We, as parents we need; more workshops meeting between parent-teacher-student and how to know to teach my son on home.

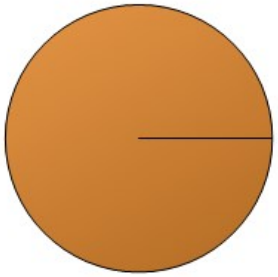
Everything is good so far.

# Student Climate Survey Overall Results
## Administered from February 1, 2018 – March 2, 2018
## Grades 3rd – 5th
## 2017-2018 School Year

Summary Report
All

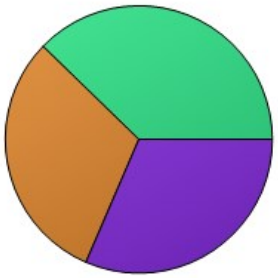
March 6, 2018 9:46 AM

1) What is your campus?



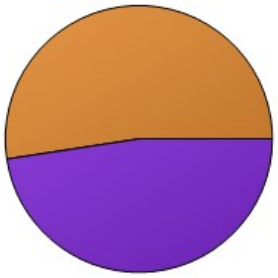
| | Count | Percentage |
|---|---|---|
| Carroll T. Welch Elementary School | 0 | 0% |
| Desert Hills Elementary School | 416 | 100% |
| Frank Macias Elementary School | 0 | 0% |
| Montana Vista Elementary School | 0 | 0% |
| Red Sands Elementary School | 0 | 0% |
| William D. Surratt Elementary School | 0 | 0% |
| **Total** | **416** | **100%** |

2) What grade level are you in?



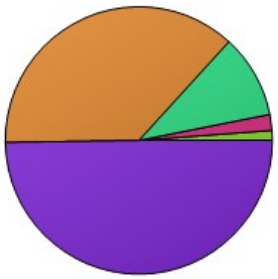
| | Count | Percentage |
|---|---|---|
| 03 | 131 | 31.49% |
| 04 | 128 | 30.77% |
| 05 | 157 | 37.74% |
| **Total** | **416** | **100%** |

3) What is your gender?



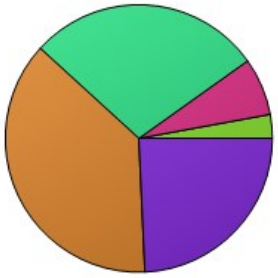
| | Count | Percentage |
|---|---|---|
| Female | 198 | 47.6% |
| Male | 218 | 52.4% |
| **Total** | **416** | **100%** |

Please answer the questions below: **4) When I am at this school, I feel school staff treats me with respect.**



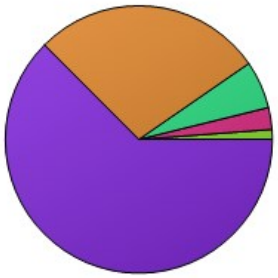
| | Count | Percentage |
|---|---|---|
| **Strongly Agree** | 207 | 49.76% |
| **Agree** | 154 | 37.02% |
| **Neutral** | 42 | 10.1% |
| **Disagree** | 8 | 1.92% |
| **Strongly Disagree** | 5 | 1.2% |
| **Total** | **416** | **100%** |

Please answer the questions below: **5) When I am at this school, I feel students at my school treat me with respect.**



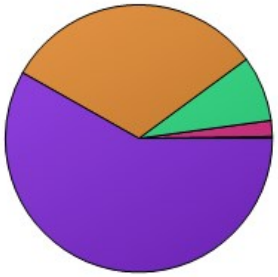
| | Count | Percentage |
|---|---|---|
| **Strongly Agree** | 101 | 24.28% |
| **Agree** | 156 | 37.5% |
| **Neutral** | 118 | 28.37% |
| **Disagree** | 29 | 6.97% |
| **Strongly Disagree** | 12 | 2.88% |
| **Total** | **416** | **100%** |

Please answer the questions below: **6) When I am at this school, I feel my teacher treats me with respect.**



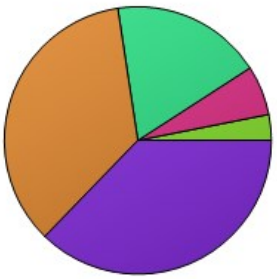
| | Count | Percentage |
|---|---|---|
| **Strongly Agree** | 260 | 62.5% |
| **Agree** | 116 | 27.88% |
| **Neutral** | 24 | 5.77% |
| **Disagree** | 11 | 2.64% |
| **Strongly Disagree** | 5 | 1.2% |
| **Total** | **416** | **100%** |

Please answer the questions below: **7) My teacher helps me with my assignments when I ask for help.**



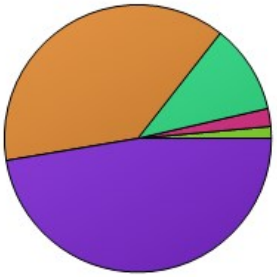
| | Count | Percentage |
|---|---|---|
| **Strongly Agree** | 242 | 58.17% |
| **Agree** | 132 | 31.73% |
| **Neutral** | 33 | 7.93% |
| **Disagree** | 8 | 1.92% |
| **Strongly Disagree** | 1 | 0.24% |
| **Total** | **416** | **100%** |

Please answer the questions below: **8) My teacher listens to my ideas.**



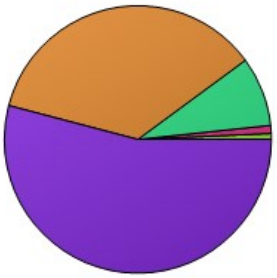
| | Count | Percentage |
|---|---|---|
| **Strongly Agree** | 155 | 37.26% |
| **Agree** | 147 | 35.34% |
| **Neutral** | 76 | 18.27% |
| **Disagree** | 25 | 6.01% |
| **Strongly Disagree** | 13 | 3.12% |
| **Total** | **416** | **100%** |

Please answer the questions below: **9) The work I do in class makes me think.**



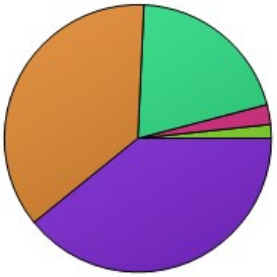
| | Count | Percentage |
|---|---|---|
| **Strongly Agree** | 197 | 47.36% |
| **Agree** | 159 | 38.22% |
| **Neutral** | 45 | 10.82% |
| **Disagree** | 9 | 2.16% |
| **Strongly Disagree** | 6 | 1.44% |
| **Total** | **416** | **100%** |

Please answer the questions below: **10) I know what I have to do, to do well on my classwork.**



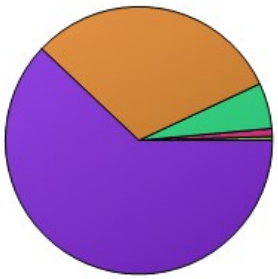
| | Count | Percentage |
|---|---|---|
| **Strongly Agree** | 225 | 54.09% |
| **Agree** | 149 | 35.82% |
| **Neutral** | 35 | 8.41% |
| **Disagree** | 4 | 0.96% |
| **Strongly Disagree** | 3 | 0.72% |
| **Total** | **416** | **100%** |

Please answer the questions below: **11) I feel well prepared for tests.**



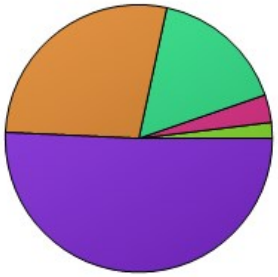
| | Count | Percentage |
|---|---|---|
| **Strongly Agree** | 163 | 39.18% |
| **Agree** | 152 | 36.54% |
| **Neutral** | 84 | 20.19% |
| **Disagree** | 10 | 2.4% |
| **Strongly Disagree** | 7 | 1.68% |
| **Total** | **416** | **100%** |

Please answer the questions below: **12) When I am at this school, I feel I know the classroom rules.**



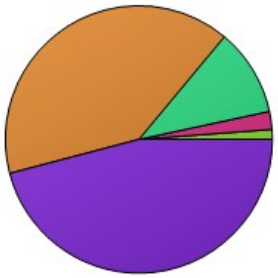
| | Count | Percentage |
|---|---|---|
| **Strongly Agree** | 258 | 62.02% |
| **Agree** | 129 | 31.01% |
| **Neutral** | 23 | 5.53% |
| **Disagree** | 4 | 0.96% |
| **Strongly Disagree** | 2 | 0.48% |
| **Total** | **416** | **100%** |

Please answer the questions below: **13) Students are treated fairly by teachers at my school.**



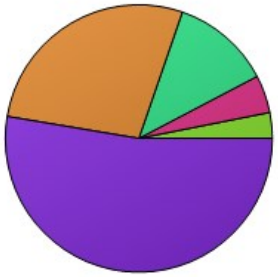
| | Count | Percentage |
|---|---|---|
| **Strongly Agree** | 211 | 50.72% |
| **Agree** | 115 | 27.64% |
| **Neutral** | 68 | 16.35% |
| **Disagree** | 14 | 3.37% |
| **Strongly Disagree** | 8 | 1.92% |
| **Total** | **416** | **100%** |

Please answer the questions below: **14) When I am at this school, I feel I behave well at school.**



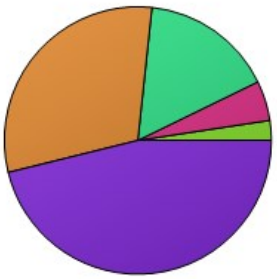
| | Count | Percentage |
|---|---|---|
| **Strongly Agree** | 191 | 45.91% |
| **Agree** | 167 | 40.14% |
| **Neutral** | 44 | 10.58% |
| **Disagree** | 9 | 2.16% |
| **Strongly Disagree** | 5 | 1.2% |
| **Total** | **416** | **100%** |

Please answer the questions below: **15) When I am at this school, I feel safe.**



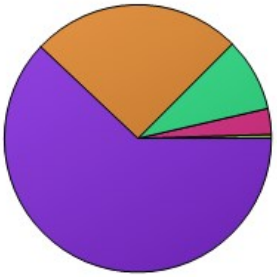
| | Count | Percentage |
|---|---|---|
| **Strongly Agree** | 219 | 52.64% |
| **Agree** | 115 | 27.64% |
| **Neutral** | 50 | 12.02% |
| **Disagree** | 19 | 4.57% |
| **Strongly Disagree** | 13 | 3.12% |
| **Total** | **416** | **100%** |

Please answer the questions below: **16) My school is clean and well-maintained.**



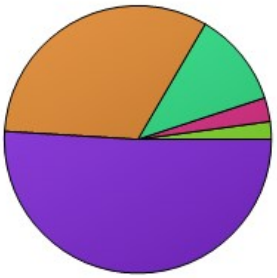
| | Count | Percentage |
|---|---|---|
| **Strongly Agree** | 192 | 46.15% |
| **Agree** | 127 | 30.53% |
| **Neutral** | 67 | 16.11% |
| **Disagree** | 20 | 4.81% |
| **Strongly Disagree** | 10 | 2.4% |
| **Total** | **416** | **100%** |

Please answer the questions below: **17) This is a good school.**



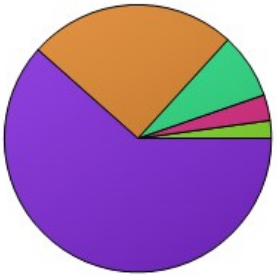
| | Count | Percentage |
|---|---|---|
| **Strongly Agree** | 258 | 62.02% |
| **Agree** | 106 | 25.48% |
| **Neutral** | 37 | 8.89% |
| **Disagree** | 13 | 3.12% |
| **Strongly Disagree** | 2 | 0.48% |
| **Total** | **416** | **100%** |

Please answer the questions below: **18) I have the support for learning at home.**



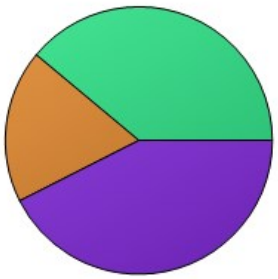
| | Count | Percentage |
|---|---|---|
| **Strongly Agree** | 212 | 50.96% |
| **Agree** | 135 | 32.45% |
| **Neutral** | 48 | 11.54% |
| **Disagree** | 12 | 2.88% |
| **Strongly Disagree** | 9 | 2.16% |
| **Total** | **416** | **100%** |

Please answer the questions below: **19) I am given enough information on how to handle bullying.**



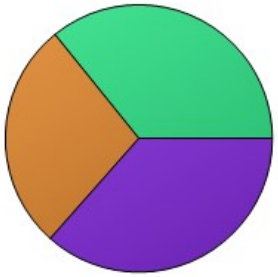
| | Count | Percentage |
|---|---|---|
| **Strongly Agree** | 256 | 61.54% |
| **Agree** | 105 | 25.24% |
| **Neutral** | 33 | 7.93% |
| **Disagree** | 13 | 3.12% |
| **Strongly Disagree** | 9 | 2.16% |
| **Total** | **416** | **100%** |

Please answer the questions below: **20) Have you been bullied by someone in this school?**



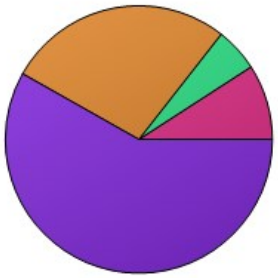
| | Count | Percentage |
|---|---|---|
| **Yes** | 177 | 42.55% |
| **No** | 77 | 18.51% |
| **I have not been bullied** | 162 | 38.94% |
| **Total** | **416** | **100%** |

**Please answer the questions below: 21) Did you seek help when you were bullied?**



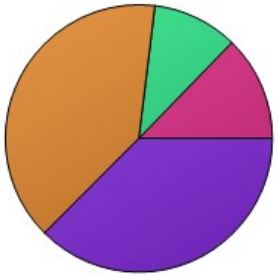
| | Count | Percentage |
|---|---|---|
| **Yes** | 152 | 36.54% |
| **No** | 115 | 27.64% |
| **I have not been bullied** | 149 | 35.82% |
| **Total** | **416** | **100%** |

**Please answer the questions below: 22) How often have you been bullied at this school?**



| | Count | Percentage |
|---|---|---|
| **Never** | 242 | 58.17% |
| **Once in a While** | 114 | 27.4% |
| **Frequently** | 22 | 5.29% |
| **Daily** | 38 | 9.13% |
| **Total** | **416** | **100%** |

**Please answer the questions below: 23) How often have you seen other student's being bullied at this school?**



| | Count | Percentage |
|---|---|---|
| **Never** | 156 | 37.5% |
| **Once in a While** | 164 | 39.42% |
| **Frequently** | 43 | 10.34% |
| **Daily** | 53 | 12.74% |
| **Total** | **416** | **100%** |

*DESERT HILLS ELEMENTARY SCHOOL*

# Site Base Meeting
# 5-17-18

## a. Budget

### i. Review each line item and rationale

### ii. Recommended Changes (No changes recommended). (Instructional Services for Elementary required changes to the budget after school was out to include additional licenses for System 44, reading material for 3-5th, and the deletion of Learning A-Z. Federal Programs recommended admin travel be deleted and added to bilingual to align with travel teachers would be taking in the fall)

### iii. Approval (Budget was approved as is)

## b. Misc. Discussion

# MEETING SIGN-IN SHEET

| | |
|---|---|
| **Budget** | **Meeting Date:** May 17, 2018 |
| **Facilitator:** Michael Mackeben | **Place/Room:** Room 808 |

| Name | Signature |
|---|---|
| Samantha Tobias | Samantha Tobias |
| Yvette Munoz | Yvette Munoz |
| Carrie Lidsky | Carrie |
| Margarita Molina | Margarita Molina |
| Esthier Castor | Esthier Castor |
| Debbie Mayorga | Debbie Mayorga |
| Lizeth Martinez | Lizeth |
| Mariana Woods | M Woods |
| Liliana Ramirez | |
| Melanie Maldonado | Melanie Male |
| Michael Mackeben | |

*DESERT HILLS ELEMENTARY SCHOOL*

# Site Base Meeting
# 5-15-18

## a. Campus Needs Assessment

### i. Review Final Draft

### ii. Recommendations for Change (Discussed conflict that has occurred between grade levels and whether it should be in the CNA. Committee felt it is present and needs to be something we work to correct. Discussed strategies to improve the culture of the school and improve social emotional learning. Shared ideas we were working on and that we would be gathering input the last day of school for staff. Ms. Molina shared edited version for correction).

### iii. Approval (Committee approved CNA as is with editing corrections to be made)

## b. Budget

### i. Review Comparison between 2017-18 and 2018-19 (slightly less than 2017-18. Most of federal money is hard coded)

### ii. Process for 5/17/18 Approval (Will go through each line item and each rationale. Any changes will be made at that meeting)

## c. Misc. Discussion

# MEETING SIGN-IN SHEET

| | |
|---|---|
| **CNA** | **Meeting Date:** May 15, 2016 |
| **Facilitator:** Michael Mackeben | **Place/Room:** Room 102 |

| Name | Signature |
|---|---|
| Michael Mackeben | |
| Esther Castor | |
| Samantha Tobias | |
| Bernadette Avalos | |
| Rosa Flanagan | |
| Ronica Ruth | |
| anna m. Pedon | |
| Yvette Muñoz | |
| Debbie Mayorga | |
| Liliana Ramirez | |
| Margarita E. Molina | |
| Carrie Udsky | |
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# Site Base Meeting
# 4-26-18

a. **Campus Needs Assessment**
    i. **Gallery Walk of 8 Areas of the CNA**
    ii. **Review Summaries of each Area**

b. **CIP Review**
    i. **Summative Review after school is out**
    ii. **Accountability and TELPAS don't arrive until August**
    iii. **STAAR Scores arrive June 13**
        1. **Will Complete review afterwards**

c. **Budget**
    i. **Process**
    ii. **Input**
        1. **Requests for materials and equipment in the Google Drive**
    iii. **Timeline for development and review**

d. **Misc. Discussion**

## MEETING SIGN-IN SHEET

| | |
|---|---|
| CNA | **Meeting Date:** April 26, 2018 |
| **Facilitator:** Michael Mackeben | **Place/Room:** Library |

| Name | Signature |
|---|---|
| Ronica Ruth | |
| Lauren Carr | |
| Yvette Munoz | |
| Patricia Valenzuela | |
| Angela Patti | |
| Elvia Villegas | |
| Maira Rodriguez | |
| Carrie Ludsky | |
| B Moreno | |
| Y. Hamilton | |
| Aida S. Leal | |
| Daisy Zuniga | |
| Margie Malvin | |
| Kathy Morales | |
| Vianey Aguilera | |
| Anna Peden | |
| Sylvia Valles | |
| Laura Melendez | |
| Olga Cloe | |

# MEETING SIGN-IN SHEET

| | |
|---|---|
| | **Meeting Date:** April 26, 2018 |
| **Facilitator:** Michael Mackeben | **Place/Room:** Library |

| Name | Signature |
|---|---|
| Yuridia Diaz | Yuridia Diaz |
| Pamelda Mata | Pamelda Mata |
| Yvonne Angel | Yvonne Angel |
| Miguel A Quintana | Miguel A Quintana |
| Maria Brabo | Maria Brabo |
| ELIDA REYS | Elida Reys |
| B Gimenez | B Gimenez |
| Elizabeth Ruiz | EP |
| Pamela Payne | Pamela Payne |
| Raul Alcantara | Raul Alcantara |
| Norma De La Peña | Norma De La Peña |
| Norma Trujillo | Norma Trujillo |
| Melissa Munguia | Melissa Munguia |
| ALYCE HARRELL | Alyce Harrell |
| Veronica Correa | Veronica Correa |
| Suzanne Ritchey | Suzanne Ritchey |
| Griselda Avila | Griselda Avila |
| Ruth Delgado | Ruth E. Delgado |
| Liliana Ramirez | Liliana Ramirez |

# MEETING SIGN-IN SHEET

| | |
|---|---|
| | **Meeting Date:** April 26, 2018 |
| **Facilitator:** Michael Mackeben | **Place/Room:** Library |

| Name | Signature |
|---|---|
| Lorraine Bustamante | |
| Gilbert Lucero | |
| Zulema Sandoval | |
| Sally Correa | |
| Elena Villanueva | |
| Lizeth Martinez | |
| Jacqueline Uruela | |
| Jaime Bermomo | |
| Lorena Sublasky | |
| Rosa Flanagan | |
| Etelvina Gonzalez | |
| Patricia Trujillo | |
| Sonia Loera | |
| Karina Martinez | |
| Debbie Mayorga | |
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**Clint ISD**
14521 Horizon Blvd
El Paso, TX 79928 - 915-851-8383

| MARIANO SAENZ | 49444 | | Desert Hills Elementary | 10/20/2011 |
|---|---|---|---|---|
| NAME OF STUDENT | ID# | MEDICAID# | CAMPUS | DATE OF BIRTH |

The following accommodations address individual student needs and are necessary to enable the student to be involved in and to progress in the general education curriculum:

**Are Accommodations needed for this student?** ☒ Yes ☐ No

Duration of Special Education Services: From: 04/20/2018 To: 04/19/2019

Language of Delivery: Spanish

SPECIAL LANGUAGE PROGRAMS Bilingual

☒ Yes ☐ No BEHAVIOR INTERVENTION PLAN ☐ Yes ☒ No ASSISTIVE TECHNOLOGY

PERSONAL CARE SERVICES ☐ Yes ☒ No

| | GOAL & OBJECTIVE/SUBJECT | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **MANAGE BEHAVIOR BY PROVIDING:** | LAE | M | SSH | SCI | PEA | FA | CT | R | |
| Clearly defined limits | X | X | X | X | X | | | X | |
| Frequent reminders of rules | X | X | X | X | X | | | | |
| Positive reinforcement | X | X | X | X | X | | | X | |
| Frequent breaks | X | X | X | X | X | | | X | |
| Opportunity to help teacher | X | X | X | X | X | | | X | |
| Seat near the teacher | X | X | X | X | X | | | X | |
| Supervision during transition activities | X | X | X | X | X | | | X | |
| Follow Behavior Intervention Plan | X | X | X | X | X | | | X | |

*Legend: LAE=LanguageArts/English M=Math SSH=Social Studies/History SCI=Science PEA=PE/Athl FA=Fine Arts CT=Career/Technology R=Reading OTH=*

Duration of Services: 04/20/2018 - 04/19/2019



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# Site Base Meeting
# 4-19-18

a. **Campus Needs Assessment**
   i. **Establish vertical teams**
   ii. **Procedures for completing each area of the CNA**
   iii. **Demo for using Google Drive to complete electronically**
   iv. **Timeline**
   v. **Data, Surveys, Demographic Information…**

b. **Working Session with Vertical Teams**

c. **Calendar for Upcoming Month**

d. **Misc. Discussion**

# MEETING SIGN-IN SHEET

| | |
|---|---|
| **CNA Meeting** | **Meeting Date:** April 19, 2018 |
| **Facilitator:** Michael Mackeben | **Place/Room:** Library |

| Name | Signature |
|---|---|
| Ruth Delgado | |
| Pamela Payne | |
| Sylvia Valles | |
| Patricia Trujillo | |
| Olga Close | |
| Gilbert Lucero | |
| Yvette Muñoz | |
| Norma Trujillo | |
| Lizeth Martinez | |
| Griselda Avila | |
| Lorraine Bustamante | |
| Angela Patti | |
| Yvonne Angel | |
| Christelle Gonzalez | |
| Margarita Molina | |
| Veronica Correa | |
| Raul Alcantara | |
| | |
| | |

# MEETING SIGN-IN SHEET

| | |
|---|---|
| **CNA Meeting** | **Meeting Date:** April 19, 2018 |
| **Facilitator:** Michael Mackeben | **Place/Room:** Library |

| Name | Signature |
|---|---|
| Bobbi Moreno | |
| Carrie Lidsky | |
| Etelvina Gonzalez | |
| Betsy Jimenez | |
| Miguel A. Quintana | |
| Elva Villegas | |
| Vianey Aguilera | |
| Daisy Zuniga | |
| Elisa Kay | |
| Anna Peden | |
| Jacqueline Urueta | |
| Sally Correa | |
| Rebecca Arellano | |
| Alyce Harrell | |
| Patricia Valenzuela | |
| Lauren Carr | |
| Yavonne Hamilton | |
| Maria Brato | |
| | |

# MEETING SIGN-IN SHEET

| | |
|---|---|
| **CNA Meeting** | **Meeting Date:** April 19, 2018 |
| **Facilitator:** Michael Mackeben | **Place/Room:** Library |

| Name | Signature |
|---|---|
| Zulema Sandoval | Zulema Sandoval |
| Yuridia Ortiz | Yuridia Ortiz |
| Jaime Bencomo | Jaime Bencomo |
| Melissa Suda | Melissa Suda |
| Nicole Arteaga | Nicole Arteaga |
| Elizabeth Duarte | Elizabeth Duarte |
| Liliana Ramirez | Liliana Ramirez |
| Norma Dela Peña | Norma Dela Peña |
| Sonia Loera | Sonia Loera |

*DESERT HILLS ELEMENTARY SCHOOL*

# TAIS Meeting
# 4-12-18

a. **Review Quarter 1, 2, and 3** (All strategies are in place and have been trained on)

b. **Recommend Changes for Quarter 4** (Committee focused on moving allowable accommodations and accessibility features to be integrated into daily instruction. Discussed strategies to use technology to make the complete the ideas)

c. **Meeting with Mr. Ayala to Review Q3 TAIS**

d. **Misc. Discussion**

## MEETING SIGN-IN SHEET

TAIS Q3 Review

**Facilitator:** Michael Mackeben

**Meeting Date:** April 12, 2018

**Place/Room:** Room 102

| Name | Signature |
|---|---|
| Vanessa Cardiel | V. Cardiel |
| Veronica Correa | Veronica Correa |
| Margarita E. Molina | Margarita E. Molina |
| ALYCE HARRELL | Alyce Harrell |
| Karina Martinez | |
| Fernando Lizaola | Fernando Lizaola |
| Michael Mackeben | |

*DESERT HILLS ELEMENTARY SCHOOL*

# Site Base Meeting
# 12-12-17

a. **Review CIP for November-December** (reviewed BL purchases. Scholastic changed reps and hasn't followed through on materials. Need to complete materials for Spanish. Consider F&P Classroom sets)

b. **Professional Development** (BL training the day we return from Christmas Break)

c. **Calendar for January** (MOY assessment calendar for all of the reading assessments to include iStation, DRA/EDL, iRead….)

d. **Misc. Discussion**

# DESERT HILLS ELEMENTARY SCHOOL MEETING SIGN-IN SHEET

| | |
|---|---|
| **SIT:** | **Meeting Date:** Dec. 12, 2017 |
| **Facilitator:** Mackeben | **Place/Room:** Conference |

| Name | Signature | Title |
|---|---|---|
| Debbie Mayorga | Debbie Mayorga | Prek Teacher |
| Carrie Lidsky | Carrie Lidsky | 3rd Grade Teacher |
| Liliana Ramirez | Liliana Ramirez | 4th Grade |
| Lizeth Martinez | Lizeth Martinez | 1st Bil |
| Esther Castor | Esther Castor | counselor |
| Margarita Molina | Margarita E. Molina | Sp. Ed. Dept. |
| Ronica Ruth | Ronica Ruth | Curr. Coach |
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*DESERT HILLS ELEMENTARY SCHOOL*

# Site Base Meeting
# 10-25-17

**a. Review CIP for August-October** (CIP is current with no changes other than adding budget codes and changing wording to complete purchases)

**b. Professional Development** (Reviewed PD schedule, with most consisting of balanced literacy. Upcoming BL training will be in the library on BL

**c. Misc. Discussion**

# DESERT HILLS ELEMENTARY SCHOOL MEETING SIGN-IN SHEET

| | |
|---|---|
| **SIT:** 10-25-17 | **Meeting Date:** |
| **Facilitator:** Mackeben | **Place/Room:** Conference |

| Name | Signature | Title |
|---|---|---|
| Debbie Mayorga | Debbie Mayorga | Prek Teacher |
| Liliana Ramirez | Liliana Ramirez | Teacher c/la |
| Margarita Molina | Margarita E. Molina | Sp. Ed. Dept. |
| Ronica Ruth | Ronica Ruth | Curr. Coach |
| Esther Castor | Esther Castor | counselor |
| Carrie Udsky | Carrie Udsky | 3rd grade teache |
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