

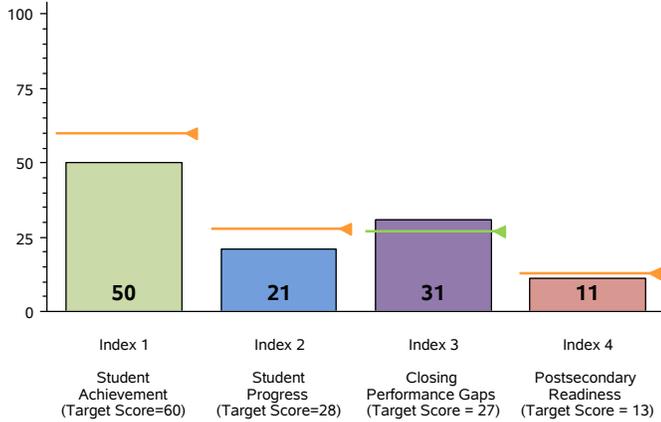
**Texas Education Agency  
2014-15 School Report Card  
GUILLEN MIDDLE (071902044)**

District Name: **EL PASO ISD**  
Campus Type: **Middle School**

Total Students: **833**  
Grade Span: **06 - 08**

### 2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



### 2015 Accountability Rating

**Improvement Required**

For 2015 state accountability, campuses are rated as **Met Standard**, **Improvement Required** or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

### School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
<b>Attendance Rate (2013-14)</b>	95.3%	95.8%	95.9%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.1%	3.8%	12.6%
Hispanic	99.2%	83.1%	52.0%
White	0.7%	10.0%	28.9%
American Indian	0.0%	0.2%	0.4%
Asian	0.0%	1.2%	3.9%
Pacific Islander	0.0%	0.3%	0.1%
Two or More Races	0.0%	1.4%	2.0%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	93.9%	67.9%	58.8%
English Language Learners	49.5%	26.2%	18.2%
Special Education	10.7%	9.9%	8.5%
<b>Mobility Rate (2013-14)</b>	15.4%	19.1%	16.9%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Grade 6	14.6	17.4	20.3
<b>Secondary</b>			
English/Language Arts	12.0	15.6	17.2
Foreign Languages	18.8	18.7	18.9
Mathematics	19.2	17.0	18.1
Science	17.7	18.2	19.1
Social Studies	19.7	19.6	19.6

### School Financial Information (2013-14)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
<b>Instructional Staff Percent</b>	n/a	63.2%	64.6%
<b>Instructional Expenditure Ratio</b>	n/a	68.2%	63.7%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$7,029	\$8,990	\$8,692
Instruction	\$4,988	\$5,326	\$4,956
Instructional Leadership	\$48	\$74	\$129
School Leadership	\$613	\$586	\$503

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)</b>												
All Subjects	2015	77%	74%	<b>50%</b>	*	50%	56%	-	-	-	-	50%
Reading	2015	77%	74%	<b>50%</b>	*	50%	*	-	-	-	-	50%
Mathematics	2015	81%	79%	<b>91%</b>	-	91%	*	-	-	-	-	91%
Writing	2015	72%	71%	<b>45%</b>	-	45%	*	-	-	-	-	44%
Science	2015	78%	75%	<b>62%</b>	-	62%	*	-	-	-	-	62%
Social Studies	2015	78%	71%	<b>39%</b>	-	39%	*	-	-	-	-	39%
<b>STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)</b>												
Two or More Subjects	2015	41%	38%	<b>11%</b>	*	11%	*	-	-	-	-	11%
Reading	2015	46%	42%	<b>12%</b>	*	12%	*	-	-	-	-	12%
Mathematics	2015	48%	46%	<b>32%</b>	-	33%	*	-	-	-	-	32%
Writing	2015	34%	31%	<b>10%</b>	-	10%	*	-	-	-	-	10%
Science	2015	44%	38%	<b>26%</b>	-	26%	*	-	-	-	-	26%
Social Studies	2015	44%	37%	<b>8%</b>	-	8%	*	-	-	-	-	8%
<b>STAAR Percent at Advanced Standard (Sum of All Grades Tested)</b>												
All Subjects	2015	16%	13%	<b>3%</b>	*	3%	*	-	-	-	-	3%
Reading	2015	17%	14%	<b>4%</b>	*	4%	*	-	-	-	-	4%
Mathematics	2015	20%	19%	*	-	*	*	-	-	-	-	*
Writing	2015	9%	7%	*	-	*	*	-	-	-	-	*
Science	2015	16%	11%	<b>8%</b>	-	8%	*	-	-	-	-	8%
Social Studies	2015	19%	15%	*	-	*	*	-	-	-	-	*
<b>STAAR Percent Met or Exceeded Progress</b>												
All Subjects	2015	57%	55%	<b>37%</b>	*	37%	*	-	-	-	-	37%
Reading	2015	59%	57%	<b>42%</b>	*	42%	*	-	-	-	-	42%
Mathematics	2015	47%	46%	*	-	*	*	-	-	-	-	*
Writing	2015	56%	49%	*	-	*	*	-	-	-	-	*
<b>STAAR Percent Exceeded Progress</b>												
All Subjects	2015	15%	14%	<b>6%</b>	*	6%	*	-	-	-	-	6%
Reading	2015	16%	15%	<b>8%</b>	*	8%	*	-	-	-	-	8%
Mathematics	2015	19%	17%	*	-	*	*	-	-	-	-	*
Writing	2015	7%	5%	*	-	*	*	-	-	-	-	*
<b>Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)</b>												
Reading	2015	39%	40%	<b>26%</b>	-	26%	*	-	-	-	*	26%
	2014	45%	47%	<b>34%</b>	*	34%	*	-	-	-	*	34%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'-' Indicates zero observations reported for this group.

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

'n/a' Indicates data reporting is not applicable for this group.

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>Students Success Initiative</b>												
Grade 5												
STAAR Met Standard (Failed in Previous Year) Promoted to Grade 6												
Reading	2015	14%	10%	*	-	*	-	-	-	-	-	*
Grade 8												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
Reading	2015	76%	72%	<b>50%</b>	-	49%	*	-	-	-	*	51%
Students Requiring Accelerated Instruction												
Reading	2015	24%	28%	<b>50%</b>	-	51%	*	-	-	-	*	49%
STAAR Cumulative Met Standard												
Reading	2015	85%	81%	<b>63%</b>	-	63%	*	-	-	-	*	64%
STAAR Failers Promoted by Grade Placement Committee												
Reading	2014	95%	99%	<b>99%</b>	-	99%	-	-	-	-	-	99%
STAAR Met Standard (Failed in Previous Year) Retained in Grade 8												
Reading	2015	46%	*	*	-	*	-	-	-	-	-	*

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