

2020-21 Texas Academic Performance Report (TAPR)

District Name: CELINA ISD

District Number: 043903

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Meets Requirements

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CELINA ISD (043903) - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 10	African American District	Hispanic American	White American	Indian American	Asian American	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	68%	91%	100%	86%	92%	-	83%	-	100%	77%	92%	90%	95%	87%	77%
	2019	76%	78%	88%	*	75%	92%	*	*	-	*	76%	*	89%	88%	76%	67%
At Meets Grade Level or Above	2021	39%	40%	58%	56%	43%	64%	-	33%	-	67%	32%	58%	61%	52%	46%	35%
	2019	45%	48%	60%	*	48%	64%	*	*	-	*	36%	*	58%	65%	46%	61%
At Masters Grade Level	2021	19%	21%	38%	44%	20%	43%	-	33%	-	44%	23%	42%	40%	30%	17%	15%
	2019	27%	30%	40%	*	27%	44%	*	*	-	*	15%	*	40%	42%	24%	39%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	64%	85%	78%	70%	91%	-	83%	-	89%	68%	100%	85%	86%	67%	58%
	2019	79%	81%	89%	*	73%	94%	*	*	-	*	76%	*	91%	83%	81%	61%
At Meets Grade Level or Above	2021	31%	33%	44%	33%	30%	50%	-	17%	-	56%	41%	33%	47%	38%	24%	19%
	2019	49%	52%	57%	*	32%	65%	*	*	-	*	30%	*	58%	54%	41%	22%
At Masters Grade Level	2021	14%	17%	24%	33%	16%	25%	-	17%	-	44%	14%	33%	25%	21%	15%	19%
	2019	25%	28%	28%	*	11%	33%	*	*	-	*	12%	*	30%	23%	11%	6%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	64%	76%	63%	61%	80%	*	*	-	92%	59%	60%	73%	80%	55%	63%
	2019	75%	75%	88%	78%	70%	94%	*	*	-	100%	57%	100%	87%	89%	59%	64%
At Meets Grade Level or Above	2021	36%	39%	47%	63%	41%	49%	*	*	-	33%	26%	20%	46%	49%	39%	39%
	2019	44%	46%	56%	44%	28%	66%	*	*	-	57%	24%	83%	58%	53%	35%	28%
At Masters Grade Level	2021	17%	19%	20%	13%	17%	22%	*	*	-	17%	10%	0%	19%	22%	12%	8%
	2019	22%	24%	31%	11%	7%	41%	*	*	-	14%	10%	50%	32%	29%	14%	12%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	62%	72%	88%	52%	76%	*	*	-	75%	51%	40%	71%	72%	51%	50%
	2019	75%	77%	82%	67%	65%	89%	*	*	-	86%	52%	100%	86%	76%	65%	60%
At Meets Grade Level or Above	2021	36%	39%	45%	50%	26%	52%	*	*	-	50%	28%	20%	44%	46%	22%	26%
	2019	48%	51%	56%	44%	40%	62%	*	*	-	57%	19%	100%	58%	53%	32%	32%
At Masters Grade Level	2021	21%	24%	24%	50%	9%	31%	*	*	-	8%	13%	20%	26%	22%	12%	5%
	2019	28%	32%	30%	22%	12%	38%	*	*	-	0%	14%	67%	32%	26%	5%	4%
Grade 4 Writing																	

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	School Year	State	Region 10	African American District	African American Hispanic	African American White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	
At Approaches Grade Level or Above	2021	53%	55%	64%	63%	47%	70%	*	*	-	50%	33%	40%	62%	67%	40%	38%
	2019	67%	68%	76%	78%	53%	83%	*	*	-	100%	38%	100%	77%	75%	62%	52%
At Meets Grade Level or Above	2021	27%	29%	32%	50%	15%	35%	*	*	-	33%	18%	0%	32%	31%	16%	11%
	2019	35%	38%	42%	11%	26%	51%	*	*	-	29%	14%	100%	39%	45%	27%	28%
At Masters Grade Level	2021	8%	9%	6%	0%	2%	6%	*	*	-	17%	5%	0%	4%	9%	4%	0%
	2019	11%	13%	11%	0%	2%	15%	*	*	-	14%	5%	17%	11%	11%	0%	0%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	75%	86%	83%	74%	91%	-	*	-	100%	55%	83%	87%	85%	70%	68%
	2019	86%	87%	96%	80%	88%	99%	*	*	-	100%	84%	100%	98%	93%	88%	81%
At Meets Grade Level or Above	2021	46%	49%	70%	83%	53%	75%	-	*	-	86%	35%	83%	69%	71%	56%	40%
	2019	54%	57%	78%	80%	60%	83%	*	*	-	100%	52%	83%	82%	69%	68%	50%
At Masters Grade Level	2021	30%	32%	46%	33%	30%	53%	-	*	-	43%	13%	67%	44%	48%	23%	12%
	2019	29%	33%	48%	40%	24%	54%	*	*	-	71%	12%	50%	47%	49%	29%	19%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	72%	83%	67%	70%	89%	-	*	-	86%	71%	83%	84%	81%	65%	56%
	2019	90%	91%	99%	100%	98%	99%	*	*	-	100%	92%	100%	100%	97%	98%	94%
At Meets Grade Level or Above	2021	44%	47%	49%	33%	30%	56%	-	*	-	57%	23%	67%	50%	47%	28%	24%
	2019	58%	61%	74%	60%	55%	79%	*	*	-	86%	48%	83%	76%	69%	54%	63%
At Masters Grade Level	2021	25%	28%	25%	17%	9%	31%	-	*	-	43%	6%	0%	26%	24%	12%	12%
	2019	36%	40%	55%	60%	43%	56%	*	*	-	57%	44%	33%	58%	47%	41%	56%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	63%	77%	67%	57%	85%	-	*	-	86%	52%	83%	78%	76%	53%	36%
	2019	75%	75%	91%	80%	78%	95%	*	*	-	100%	68%	100%	90%	93%	83%	88%
At Meets Grade Level or Above	2021	31%	33%	38%	33%	15%	46%	-	*	-	57%	19%	33%	36%	42%	16%	8%
	2019	49%	50%	66%	60%	39%	73%	*	*	-	86%	28%	67%	65%	68%	51%	44%
At Masters Grade Level	2021	13%	14%	17%	17%	8%	20%	-	*	-	14%	6%	33%	15%	20%	5%	0%
	2019	24%	25%	36%	40%	12%	40%	*	*	-	71%	12%	33%	36%	36%	22%	13%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	64%	77%	90%	51%	83%	*	*	-	88%	31%	100%	80%	72%	56%	44%
	2019	68%	70%	85%	*	65%	92%	*	*	-	100%	35%	92%	87%	82%	69%	54%

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At Meets Grade Level or Above	2021	32%	35%	44%	40%	20%	52%	*	*	-	38%	6%	40%	46%	42%	25%	12%
	2019	37%	41%	58%	*	31%	66%	*	*	-	88%	20%	62%	57%	59%	31%	8%
At Masters Grade Level	2021	15%	17%	21%	10%	0%	29%	*	*	-	13%	3%	20%	20%	23%	8%	0%
	2019	18%	20%	26%	*	14%	29%	*	*	-	38%	10%	31%	28%	23%	14%	4%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	70%	80%	80%	65%	84%	*	*	-	88%	50%	100%	84%	74%	64%	60%
	2019	81%	83%	92%	*	88%	93%	*	*	-	100%	70%	100%	94%	88%	86%	84%
At Meets Grade Level or Above	2021	36%	40%	43%	40%	27%	49%	*	*	-	38%	3%	100%	50%	33%	31%	24%
	2019	47%	51%	61%	*	32%	70%	*	*	-	88%	25%	62%	63%	58%	37%	24%
At Masters Grade Level	2021	15%	18%	17%	20%	2%	21%	*	*	-	13%	0%	20%	19%	13%	8%	0%
	2019	21%	25%	27%	*	14%	31%	*	*	-	38%	15%	23%	28%	26%	14%	8%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	70%	95%	100%	92%	96%	*	*	-	100%	75%	100%	96%	94%	90%	91%
	2019	76%	77%	91%	*	83%	95%	*	*	*	100%	47%	100%	91%	90%	79%	76%
At Meets Grade Level or Above	2021	45%	47%	73%	50%	57%	78%	*	*	-	100%	38%	67%	73%	72%	65%	55%
	2019	49%	52%	72%	*	58%	77%	*	*	*	90%	26%	80%	73%	70%	51%	53%
At Masters Grade Level	2021	25%	27%	45%	38%	31%	46%	*	*	-	100%	17%	33%	48%	38%	48%	36%
	2019	29%	32%	49%	*	39%	54%	*	*	*	40%	16%	60%	50%	47%	34%	12%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	59%	88%	75%	82%	90%	*	*	-	100%	67%	83%	89%	85%	86%	73%
	2019	75%	77%	95%	*	88%	98%	*	*	*	100%	79%	100%	97%	93%	89%	88%
At Meets Grade Level or Above	2021	27%	32%	50%	50%	40%	52%	*	*	-	75%	25%	0%	50%	49%	41%	27%
	2019	43%	46%	76%	*	59%	83%	*	*	*	80%	32%	80%	77%	74%	57%	47%
At Masters Grade Level	2021	12%	16%	15%	0%	16%	13%	*	*	-	50%	13%	0%	17%	12%	17%	9%
	2019	17%	20%	42%	*	27%	49%	*	*	*	40%	26%	80%	40%	44%	30%	18%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	64%	91%	67%	88%	93%	*	*	-	100%	67%	100%	93%	88%	90%	73%
	2019	70%	72%	91%	*	80%	95%	*	*	*	100%	50%	100%	89%	93%	83%	71%
At Meets Grade Level or Above	2021	33%	36%	53%	33%	36%	57%	*	*	-	88%	17%	50%	57%	44%	43%	0%
	2019	42%	45%	68%	*	57%	73%	*	*	*	82%	28%	50%	69%	67%	51%	53%

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				District	American	Hispanic	White	Indian	Asian	Islander	Races	(Current)	(Former)	Enrolled	Enrolled	Disadv	Monitored)			
At Masters Grade Level	2021	10%	12%	16%	11%	6%	17%	*	*	-	38%	13%	0%	18%	13%	17%	0%			
	2019	18%	21%	37%	*	25%	41%	*	*	*	55%	17%	33%	35%	40%	21%	12%			
Grade 8 Reading+																				
At Approaches Grade Level or Above	2021	73%	75%	93%	*	86%	96%	*	*	-	77%	80%	100%	94%	91%	84%	89%			
	2019	86%	87%	96%	100%	91%	98%	*	*	-	100%	63%	*	96%	96%	92%	82%			
At Meets Grade Level or Above	2021	46%	48%	63%	*	44%	71%	*	*	-	31%	24%	50%	64%	61%	42%	28%			
	2019	55%	58%	71%	40%	58%	77%	*	*	-	50%	11%	*	71%	71%	52%	27%			
At Masters Grade Level	2021	21%	23%	32%	*	20%	36%	*	*	-	23%	8%	33%	37%	25%	11%	11%			
	2019	28%	31%	45%	20%	23%	55%	*	*	-	33%	5%	*	45%	45%	23%	0%			
Grade 8 Mathematics+																				
At Approaches Grade Level or Above	2021	62%	62%	93%	*	89%	94%	*	-	-	100%	88%	*	94%	93%	91%	88%			
	2019	88%	90%	98%	100%	98%	98%	*	*	-	100%	83%	*	98%	98%	100%	90%			
At Meets Grade Level or Above	2021	36%	36%	57%	*	45%	65%	*	-	-	43%	29%	*	58%	55%	50%	25%			
	2019	57%	60%	76%	60%	77%	78%	*	*	-	83%	28%	*	76%	78%	73%	60%			
At Masters Grade Level	2021	11%	11%	16%	*	11%	18%	*	-	-	14%	13%	*	13%	20%	19%	0%			
	2019	17%	19%	14%	0%	11%	17%	*	*	-	0%	0%	*	13%	18%	10%	20%			
Grade 8 Science																				
At Approaches Grade Level or Above	2021	68%	70%	90%	*	78%	94%	*	*	-	92%	68%	100%	94%	85%	85%	72%			
	2019	81%	83%	94%	*	90%	96%	*	*	-	83%	63%	*	95%	93%	87%	73%			
At Meets Grade Level or Above	2021	43%	45%	71%	*	47%	81%	*	*	-	58%	40%	100%	80%	59%	56%	28%			
	2019	51%	55%	71%	*	56%	78%	*	*	-	67%	21%	*	69%	74%	40%	18%			
At Masters Grade Level	2021	24%	26%	36%	*	14%	43%	*	*	-	33%	24%	67%	41%	29%	18%	0%			
	2019	25%	29%	36%	*	21%	43%	*	*	-	33%	5%	*	38%	33%	17%	0%			
Grade 8 Social Studies																				
At Approaches Grade Level or Above	2021	57%	60%	78%	*	54%	87%	*	*	-	67%	52%	100%	80%	76%	58%	39%			
	2019	69%	72%	80%	80%	77%	82%	*	*	-	67%	16%	*	79%	83%	66%	45%			
At Meets Grade Level or Above	2021	28%	31%	44%	*	24%	51%	*	*	-	42%	16%	67%	46%	41%	24%	6%			
	2019	37%	41%	47%	40%	35%	54%	*	*	-	17%	11%	*	45%	51%	28%	36%			

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† Masters Grade Level	2021	14%	15%	21%	*	10%	24%	*	*	-	17%	12%	33%	25%	15%	8%	0%
	2019	21%	25%	29%	20%	17%	35%	*	*	-	0%	11%	*	29%	29%	17%	0%
† End of Course English I																	
† Approaches Grade Level or Above	2021	67%	67%	86%	*	74%	91%	*	*	-	93%	32%	-	88%	83%	75%	38%
	2019	68%	69%	83%	71%	62%	90%	100%	*	-	100%	47%	80%	85%	78%	62%	33%
† Meets Grade Level or Above	2021	50%	51%	73%	*	57%	79%	*	*	-	80%	21%	-	75%	67%	58%	23%
	2019	50%	52%	67%	43%	39%	78%	86%	*	-	79%	20%	50%	67%	66%	35%	7%
† Masters Grade Level	2021	12%	14%	23%	*	16%	28%	*	*	-	7%	4%	-	26%	17%	16%	0%
	2019	11%	14%	17%	29%	5%	20%	29%	*	-	29%	3%	10%	15%	21%	8%	0%
† End of Course English II																	
† Approaches Grade Level or Above	2021	71%	71%	88%	100%	76%	93%	*	*	-	80%	48%	*	88%	90%	70%	27%
	2019	68%	70%	85%	71%	72%	90%	*	*	-	88%	48%	83%	88%	77%	70%	36%
† Meets Grade Level or Above	2021	57%	58%	80%	80%	59%	89%	*	*	-	70%	29%	*	79%	84%	53%	0%
	2019	49%	52%	67%	50%	50%	75%	*	*	-	63%	17%	33%	70%	61%	44%	9%
† Masters Grade Level	2021	11%	13%	18%	0%	17%	20%	*	*	-	0%	5%	*	18%	18%	8%	0%
	2019	8%	10%	9%	0%	7%	11%	*	*	-	13%	4%	0%	10%	8%	7%	0%
† End of Course Algebra I																	
† Approaches Grade Level or Above	2021	73%	74%	89%	*	73%	94%	*	80%	-	100%	38%	*	91%	86%	76%	67%
	2019	85%	87%	81%	75%	64%	86%	*	*	-	100%	50%	57%	79%	83%	73%	36%
† Meets Grade Level or Above	2021	41%	44%	56%	*	33%	64%	*	80%	-	56%	21%	*	56%	56%	32%	20%
	2019	61%	64%	58%	58%	36%	66%	*	*	-	100%	23%	57%	56%	62%	35%	18%
† Masters Grade Level	2021	23%	27%	36%	*	15%	44%	*	60%	-	31%	3%	*	36%	36%	14%	13%
	2019	37%	42%	37%	33%	22%	45%	*	*	-	17%	5%	14%	34%	43%	22%	9%
† End of Course Biology																	
† Approaches Grade Level or Above	2021	82%	82%	94%	*	87%	96%	*	*	-	94%	67%	-	95%	91%	88%	67%
	2019	88%	89%	93%	92%	83%	96%	100%	*	-	100%	68%	100%	95%	90%	81%	67%
† Meets Grade Level or Above	2021	55%	56%	66%	*	51%	71%	*	*	-	69%	30%	-	69%	58%	47%	8%
	2019	62%	64%	69%	50%	43%	76%	86%	*	-	100%	14%	86%	65%	76%	42%	11%

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At Masters Grade Level	2021	22%	24%	22%	*	10%	28%	*	*	-	13%	4%	-	26%	13%	12%	0%
	2019	25%	28%	27%	25%	15%	30%	57%	*	-	46%	5%	29%	26%	30%	13%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	88%	97%	100%	89%	99%	*	*	-	94%	63%	*	96%	98%	89%	*
	2019	93%	93%	99%	100%	100%	98%	-	*	-	100%	92%	*	99%	98%	100%	100%
At Meets Grade Level or Above	2021	69%	69%	87%	90%	74%	92%	*	*	-	88%	44%	*	88%	84%	71%	*
	2019	73%	74%	86%	100%	74%	92%	-	*	-	60%	31%	*	87%	85%	72%	43%
At Masters Grade Level	2021	43%	44%	56%	50%	37%	61%	*	*	-	63%	0%	*	54%	63%	33%	*
	2019	45%	48%	55%	71%	48%	60%	-	*	-	30%	8%	*	54%	60%	49%	14%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	96%	100%	*	*	100%	-	-	-	*	-	-	100%	100%	*	-
At Meets Grade Level or Above	2021	69%	73%	92%	*	*	91%	-	-	-	*	-	-	93%	86%	*	-
At Masters Grade Level	2021	14%	20%	10%	*	*	11%	-	-	-	*	-	-	11%	0%	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	69%	85%	84%	73%	89%	100%	87%	-	88%	57%	89%	86%	83%	72%	59%
	2019	78%	79%	89%	80%	79%	93%	92%	95%	*	97%	62%	94%	90%	87%	79%	68%
At Meets Grade Level or Above	2021	41%	44%	57%	54%	40%	63%	63%	63%	-	60%	25%	54%	59%	53%	40%	23%
	2019	50%	53%	65%	49%	47%	72%	66%	82%	*	76%	26%	69%	66%	64%	45%	34%
At Masters Grade Level	2021	18%	21%	26%	23%	14%	30%	21%	43%	-	28%	9%	29%	28%	23%	15%	6%
	2019	24%	26%	33%	21%	20%	39%	34%	50%	*	35%	12%	31%	33%	33%	19%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	69%	86%	91%	75%	90%	100%	83%	-	90%	56%	90%	87%	85%	73%	63%
	2019	75%	76%	89%	75%	75%	94%	100%	93%	*	98%	58%	91%	90%	86%	74%	62%
At Meets Grade Level or Above	2021	45%	46%	64%	63%	48%	70%	79%	66%	-	61%	26%	55%	65%	61%	48%	31%
	2019	48%	51%	66%	46%	47%	74%	86%	80%	*	77%	27%	60%	67%	64%	45%	31%
At Masters Grade Level	2021	18%	20%	30%	24%	19%	35%	14%	41%	-	27%	10%	33%	31%	27%	17%	10%
	2019	21%	23%	32%	16%	18%	38%	33%	53%	*	36%	9%	32%	32%	32%	18%	12%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	68%	84%	82%	71%	88%	100%	88%	-	91%	60%	88%	86%	82%	70%	61%
	2019	82%	84%	90%	83%	82%	94%	86%	100%	*	98%	72%	93%	92%	87%	84%	74%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CELINA ISD (043903) - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 10	African American District	Hispanic American	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	
At Meets Grade Level or Above	2021	37%	41%	50%	45%	33%	57%	45%	52%	-	55%	23%	50%	53%	47%	31%	24%
	2019	52%	55%	65%	53%	47%	72%	43%	92%	*	83%	30%	74%	66%	64%	47%	36%
At Masters Grade Level	2021	18%	20%	23%	22%	11%	27%	9%	36%	-	28%	8%	20%	24%	22%	13%	8%
	2019	26%	30%	34%	23%	20%	40%	29%	69%	*	31%	17%	35%	34%	34%	20%	16%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	60%	78%	65%	67%	82%	100%	88%	-	70%	46%	73%	79%	76%	59%	46%
	2019	68%	70%	84%	67%	69%	89%	*	*	*	100%	44%	100%	84%	84%	74%	60%
At Meets Grade Level or Above	2021	30%	33%	42%	41%	25%	47%	40%	75%	-	55%	17%	27%	45%	37%	26%	8%
	2019	38%	42%	56%	17%	44%	63%	*	*	*	61%	21%	75%	56%	57%	41%	38%
At Masters Grade Level	2021	9%	11%	11%	6%	4%	12%	0%	63%	-	25%	8%	0%	12%	10%	9%	0%
	2019	14%	17%	25%	0%	16%	29%	*	*	*	39%	10%	25%	25%	26%	12%	5%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	72%	88%	79%	75%	92%	*	89%	-	91%	61%	92%	90%	84%	77%	55%
	2019	81%	83%	93%	90%	84%	96%	100%	88%	-	96%	67%	100%	93%	92%	84%	78%
At Meets Grade Level or Above	2021	44%	45%	59%	50%	39%	66%	*	56%	-	63%	29%	67%	62%	53%	40%	15%
	2019	54%	56%	69%	52%	47%	76%	83%	75%	-	88%	21%	71%	67%	73%	44%	28%
At Masters Grade Level	2021	20%	22%	25%	21%	10%	30%	*	44%	-	20%	11%	50%	27%	21%	11%	0%
	2019	25%	27%	33%	24%	16%	38%	50%	38%	-	50%	8%	29%	33%	33%	17%	6%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	74%	87%	100%	71%	93%	100%	100%	-	82%	56%	100%	89%	83%	75%	45%
	2019	81%	82%	90%	92%	88%	90%	*	*	-	88%	47%	100%	90%	89%	82%	67%
At Meets Grade Level or Above	2021	49%	50%	65%	71%	48%	70%	80%	100%	-	68%	27%	80%	70%	55%	49%	9%
	2019	55%	58%	67%	75%	54%	73%	*	*	-	44%	19%	83%	67%	65%	49%	39%
At Masters Grade Level	2021	29%	30%	38%	43%	23%	42%	80%	60%	-	43%	7%	50%	41%	31%	22%	0%
	2019	33%	36%	42%	50%	32%	47%	*	*	-	19%	9%	17%	42%	42%	32%	6%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
CELINA ISD (043903) - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

School Year	State	Region10	School Progress Domain - Academic Growth Score by Grade and Subject							Twoor More Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)		
			District	African American	Hispanic	White	American Indian	Pacific Asian	Islander								
Grade 4 ELA/Reading	2019	61	62	64	44	49	71	*	*	-	33	60	67	64	65	50	52
	2018	63	64	64	70	60	65	*	*	-	83	76	60	64	63	64	63
Grade 4 Mathematics	2019	65	67	58	38	45	63	*	*	-	42	55	92	58	56	47	40
	2018	65	67	62	70	56	64	*	*	-	58	60	80	65	56	56	73
Grade 5 ELA/Reading	2019	81	83	85	70	78	88	*	*	-	86	77	100	87	81	81	75
	2018	80	82	76	*	74	76	*	*	-	86	84	28	78	72	85	85
Grade 5 Mathematics	2019	83	85	89	80	85	91	*	*	-	93	90	67	92	85	89	81
	2018	81	82	86	*	84	87	*	*	-	64	87	90	83	91	84	89
Grade 6 ELA/Reading	2019	42	46	46	*	38	48	*	*	-	57	19	65	44	48	38	19
	2018	47	50	49	*	42	54	*	*	*	33	34	33	49	50	34	34
Grade 6 Mathematics	2019	54	58	49	*	43	50	*	*	-	71	44	31	49	49	41	41
	2018	56	60	59	*	54	61	*	*	*	50	75	50	55	67	49	52
Grade 7 ELA/Reading	2019	77	78	87	*	90	86	*	*	*	100	77	100	86	89	88	100
	2018	76	77	80	*	73	84	*	-	-	80	65	100	81	78	68	59
Grade 7 Mathematics	2019	62	64	83	*	73	87	*	*	*	83	67	90	82	84	72	76
	2018	67	69	73	*	68	76	*	-	-	90	50	80	71	77	69	64
Grade 8 ELA/Reading	2019	77	78	83	70	79	84	*	*	-	80	76	*	81	86	81	91
	2018	79	80	72	93	74	72	75	*	-	59	84	*	74	70	80	50
Grade 8 Mathematics	2019	82	81	92	80	92	93	*	-	-	100	94	*	92	91	94	100
	2018	81	80	85	83	74	90	*	*	-	100	63	*	84	88	79	70
End of Course English II	2019	69	71	74	82	80	74	*	-	-	31	90	*	73	75	70	60
	2018	67	67	69	57	70	70	-	*	*	72	44	*	69	69	74	69
End of Course Algebra I	2019	75	78	61	78	43	65	*	*	-	83	36	50	61	62	52	31
	2018	72	75	76	38	68	78	79	*	-	100	50	*	78	72	59	*
All Grades Both Subjects	2019	69	71	73	63	67	75	74	100	*	72	65	70	73	72	68	60
	2018	69	71	70	66	66	72	72	75	*	71	66	68	70	71	67	65
All Grades ELA/Reading	2019	68	70	74	63	70	76	81	100	*	65	65	79	74	74	70	63
	2018	69	70	68	70	65	70	69	67	*	66	66	57	69	67	67	61
All Grades Mathematics	2019	70	72	71	63	63	74	67	100	*	79	65	62	72	70	66	59
	2018	70	72	73	61	67	75	75	86	*	77	66	78	72	75	66	69

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CELINA ISD (043903) - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	Region State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	69%	85%	42%	-	-	-	42%	-	57%	-	57%	-	55%	88%	50%	86%
	2019	78%	79%	89%	62%	-	-	-	62%	-	53%	-	53%	-	-	-	56%	-
At Meets Grade Level or Above	2021	41%	44%	57%	15%	-	-	-	15%	-	15%	-	15%	-	36%	61%	16%	51%
	2019	50%	53%	65%	39%	-	-	-	39%	-	13%	-	13%	-	-	-	22%	-
At Masters Grade Level	2021	18%	21%	26%	5%	-	-	-	5%	-	4%	-	4%	-	27%	28%	5%	14%
	2019	24%	26%	33%	12%	-	-	-	12%	-	4%	-	4%	-	-	-	6%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	69%	86%	56%	-	-	-	56%	-	57%	-	57%	-	*	89%	56%	88%
	2019	75%	76%	89%	70%	-	-	-	70%	-	42%	-	42%	-	-	-	51%	-
At Meets Grade Level or Above	2021	45%	46%	64%	27%	-	-	-	27%	-	15%	-	15%	-	*	67%	21%	62%
	2019	48%	51%	66%	48%	-	-	-	48%	-	7%	-	7%	-	-	-	21%	-
At Masters Grade Level	2021	18%	20%	30%	10%	-	-	-	10%	-	3%	-	3%	-	*	32%	6%	21%
	2019	21%	23%	32%	26%	-	-	-	26%	-	2%	-	2%	-	-	-	10%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	68%	84%	37%	-	-	-	37%	-	66%	-	66%	-	*	87%	53%	87%
	2019	82%	84%	90%	59%	-	-	-	59%	-	71%	-	71%	-	-	-	67%	-
At Meets Grade Level or Above	2021	37%	41%	50%	12%	-	-	-	12%	-	19%	-	19%	-	*	53%	17%	52%
	2019	52%	55%	65%	33%	-	-	-	33%	-	18%	-	18%	-	-	-	24%	-
At Masters Grade Level	2021	18%	20%	23%	4%	-	-	-	4%	-	10%	-	10%	-	*	25%	8%	13%
	2019	26%	30%	34%	4%	-	-	-	4%	-	9%	-	9%	-	-	-	7%	-
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	60%	78%	32%	-	-	-	32%	-	22%	-	22%	-	*	81%	31%	89%
	2019	68%	70%	84%	53%	-	-	-	53%	-	42%	-	42%	-	-	-	48%	-
At Meets Grade Level or Above	2021	30%	33%	42%	4%	-	-	-	4%	-	0%	-	0%	-	*	46%	3%	37%
	2019	38%	42%	56%	33%	-	-	-	33%	-	8%	-	8%	-	-	-	22%	-
At Masters Grade Level	2021	9%	11%	11%	0%	-	-	-	0%	-	0%	-	0%	-	*	12%	0%	5%
	2019	14%	17%	25%	0%	-	-	-	0%	-	0%	-	0%	-	-	-	0%	-
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	72%	88%	29%	-	-	-	29%	-	52%	-	52%	-	*	90%	43%	90%
	2019	81%	83%	93%	-	-	-	-	-	-	56%	-	56%	-	-	-	56%	-
At Meets Grade Level or Above	2021	44%	45%	59%	0%	-	-	-	0%	-	12%	-	12%	-	*	63%	8%	45%
	2019	54%	56%	69%	-	-	-	-	-	-	19%	-	19%	-	-	-	19%	-
At Masters Grade Level	2021	20%	22%	25%	0%	-	-	-	0%	-	0%	-	0%	-	*	27%	0%	10%
	2019	25%	27%	33%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%	-
All Grades Social Studies																		

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CELINA ISD (043903) - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 10	District	Total		BE-Trans			ALP		ESL		ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
					Bilingual Education	Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	Bilingual (Exception)	Total	Content-Based	ESL Pull-Out						
At Approaches Grade Level or Above	2021	73%	74%	87%	-	-	-	-	-	-	-	46%	-	46%	-	*	90%	43%	68%
	2019	81%	82%	90%	-	-	-	-	-	-	-	38%	-	38%	-	-	-	38%	-
At Meets Grade Level or Above	2021	49%	50%	65%	-	-	-	-	-	-	-	15%	-	15%	-	*	69%	14%	32%
	2019	55%	58%	67%	-	-	-	-	-	-	-	25%	-	25%	-	-	-	25%	-
At Masters Grade Level	2021	29%	30%	38%	-	-	-	-	-	-	-	0%	-	0%	-	*	41%	0%	11%
	2019	33%	36%	42%	-	-	-	-	-	-	-	0%	-	0%	-	-	-	0%	-

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2020-21 STAAR Participation (TAPR)
CELINA ISD (043903) - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	Region 10	African American District	Hispanic American	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Economically Disadvantaged	EB/EL (Current & Monitored)	
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	92%	96%	96%	96%	97%	86%	100%	-	94%	97%	99%	96%	97%	96%	98%
Included in Accountability	83%	87%	91%	91%	89%	93%	86%	83%	-	87%	93%	99%	94%	86%	91%	89%
Not Included in Accountability: Mobile Exclusions	3%	3%	5%	6%	6%	4%	0%	17%	-	8%	4%	0%	2%	9%	4%	6%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	1%	1%	3%
Not Tested	12%	8%	4%	4%	4%	3%	14%	0%	-	6%	3%	1%	4%	3%	4%	2%
Absent	2%	1%	1%	0%	1%	1%	5%	0%	-	1%	0%	0%	1%	1%	1%	1%
Other	10%	7%	3%	4%	3%	2%	9%	0%	-	4%	2%	1%	3%	2%	3%	2%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	99%	99%	100%	100%	100%	*	99%	100%	98%	100%	100%	99%	100%
Included in Accountability	94%	94%	96%	99%	96%	96%	100%	96%	*	98%	95%	98%	97%	94%	96%	93%
Not Included in Accountability: Mobile Exclusions	4%	4%	3%	0%	3%	3%	0%	4%	*	1%	5%	0%	2%	5%	3%	6%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	0%	1%	1%	0%	0%	0%	*	1%	0%	2%	0%	0%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	*	1%	0%	1%	0%	0%	1%	0%
Other	0%	0%	0%	1%	0%	0%	0%	0%	*	1%	0%	1%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CELINA ISD (043903) - COLLIN COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.3%	99.1%	99.3%	99.0%	99.1%	99.3%	99.5%	-	99.1%	98.6%	98.8%	99.5%
2018-19	95.4%	95.7%	95.9%	96.9%	95.7%	96.0%	94.9%	97.0%	*	95.9%	95.1%	95.3%	96.4%
Chronic Absenteeism													
2019-20	6.7%	6.4%	3.3%	0.0%	5.2%	2.8%	4.0%	3.3%	-	2.6%	7.2%	5.4%	3.2%
2018-19	11.4%	10.3%	6.7%	3.8%	9.5%	5.5%	13.8%	7.1%	*	8.6%	10.7%	11.3%	8.2%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2018-19	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	2.2%	0.2%	0.0%	0.0%	0.3%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
2018-19	1.9%	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	87.7%	98.0%	87.5%	100.0%	97.8%	-	*	-	100.0%	81.3%	97.3%	*
Received TxCHSE	0.4%	0.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Continued HS	3.9%	5.4%	1.5%	12.5%	0.0%	1.5%	-	*	-	0.0%	18.8%	2.7%	*
Dropped Out	5.4%	6.6%	0.5%	0.0%	0.0%	0.7%	-	*	-	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	90.7%	88.0%	98.0%	87.5%	100.0%	97.8%	-	*	-	100.0%	81.3%	97.3%	*
Graduates, TxCHSE, and Continuers	94.6%	93.4%	99.5%	100.0%	100.0%	99.3%	-	*	-	100.0%	100.0%	100.0%	*
Class of 2019													
Graduated	90.0%	88.4%	99.0%	*	100.0%	99.3%	*	*	-	100.0%	100.0%	100.0%	*
Received TxCHSE	0.5%	0.3%	0.5%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Continued HS	3.7%	4.6%	0.5%	*	0.0%	0.7%	*	*	-	0.0%	0.0%	0.0%	*
Dropped Out	5.9%	6.6%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	90.4%	88.7%	99.5%	*	100.0%	99.3%	*	*	-	100.0%	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	94.1%	93.4%	100.0%	*	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	90.6%	99.5%	*	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	*
Received TxCHSE	0.5%	0.4%	0.5%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Continued HS	1.3%	1.8%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	7.2%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	92.6%	91.0%	100.0%	*	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.9%	92.8%	100.0%	*	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	*

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CELINA ISD (043903) - COLLIN COUNTY

	State	Region 10	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL	
Class of 2018													
Graduated	92.2%	91.3%	99.4%	100.0%	100.0%	100.0%	*	*	-	* 100.0%	100.0%	*	
Received TxCHSE	0.6%	0.4%	0.6%	0.0%	0.0%	0.0%	*	*	-	* 0.0%	0.0%	*	
Continued HS	1.1%	1.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	* 0.0%	0.0%	*	
Dropped Out	6.1%	6.9%	0.0%	0.0%	0.0%	0.0%	*	*	-	* 0.0%	0.0%	*	
Graduates and TxCHSE	92.8%	91.7%	100.0%	100.0%	100.0%	100.0%	*	*	-	* 100.0%	100.0%	*	
Graduates, TxCHSE, and Continuers	93.9%	93.1%	100.0%	100.0%	100.0%	100.0%	*	*	-	* 100.0%	100.0%	*	
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	91.9%	99.4%	100.0%	100.0%	100.0%	*	*	-	* 100.0%	100.0%	*	
Received TxCHSE	0.7%	0.5%	0.6%	0.0%	0.0%	0.0%	*	*	-	* 0.0%	0.0%	*	
Continued HS	0.6%	0.7%	0.0%	0.0%	0.0%	0.0%	*	*	-	* 0.0%	0.0%	*	
Dropped Out	6.1%	6.9%	0.0%	0.0%	0.0%	0.0%	*	*	-	* 0.0%	0.0%	*	
Graduates and TxCHSE	93.3%	92.4%	100.0%	100.0%	100.0%	100.0%	*	*	-	* 100.0%	100.0%	*	
Graduates, TxCHSE, and Continuers	93.9%	93.1%	100.0%	100.0%	100.0%	100.0%	*	*	-	* 100.0%	100.0%	*	
Class of 2017													
Graduated	92.4%	92.3%	95.9%	100.0%	92.7%	96.6%	-	*	-	* 100.0%	83.8%	*	
Received TxCHSE	0.7%	0.6%	1.8%	0.0%	0.0%	2.5%	-	*	-	* 0.0%	5.4%	*	
Continued HS	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	* 0.0%	0.0%	*	
Dropped Out	6.3%	6.5%	2.4%	0.0%	7.3%	0.8%	-	*	-	* 0.0%	10.8%	*	
Graduates and TxCHSE	93.2%	92.9%	97.6%	100.0%	92.7%	99.2%	-	*	-	* 100.0%	89.2%	*	
Graduates, TxCHSE, and Continuers	93.7%	93.5%	97.6%	100.0%	92.7%	99.2%	-	*	-	* 100.0%	89.2%	*	
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	87.7%	98.0%	87.5%	100.0%	97.8%	-	*	-	100.0%	81.3%	97.3%	*
Class of 2019	90.0%	88.4%	99.0%	*	100.0%	99.3%	*	*	-	100.0%	100.0%	100.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	76.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	5.2%	14.9%	14.3%	29.2%	10.4%	-	*	-	10.0%	69.2%	25.0%	*
Class of 2019	4.2%	5.1%	7.5%	*	15.7%	5.1%	*	*	-	0.0%	30.0%	11.4%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	80.4%	84.1%	85.7%	70.8%	88.1%	-	*	-	90.0%	15.4%	72.2%	*
Class of 2019	83.5%	82.7%	91.0%	*	80.4%	94.2%	*	*	-	100.0%	40.0%	85.7%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CELINA ISD (043903) - COLLIN COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	85.6%	99.0%	100.0%	100.0%	98.5%	-	*	-	100.0%	84.6%	97.2%	*
Class of 2019	87.6%	87.8%	98.5%	*	96.1%	99.3%	*	*	-	100.0%	70.0%	97.1%	*
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	50.7%	*	-	*	-	-	-	-	-	-	-	-
2018-19	32.7%	22.3%	*	-	-	*	-	-	-	-	*	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	5.3%	14.6%	14.3%	29.8%	10.1%	-	*	-	10.0%	69.2%	24.3%	*
2018-19	4.4%	6.0%	7.5%	*	15.4%	5.1%	*	*	-	0.0%	30.0%	11.4%	*
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	78.7%	84.4%	85.7%	70.2%	88.5%	-	*	-	90.0%	15.4%	73.0%	*
2018-19	82.1%	80.9%	91.0%	*	80.8%	94.2%	*	*	-	100.0%	40.0%	85.7%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	83.7%	99.0%	100.0%	100.0%	98.6%	-	*	-	100.0%	84.6%	97.3%	*
2018-19	85.9%	86.3%	98.0%	*	96.2%	98.6%	*	*	-	100.0%	63.6%	97.1%	*

Texas Education Agency
2020-21 Graduation Profile (TAPR)
CELINA ISD (043903) - COLLIN COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	207	100.0%	360,220	100.0%
By Ethnicity:				
African American	7	3.4%	44,729	12.4%
Hispanic	49	23.7%	184,060	51.1%
White	139	67.1%	105,215	29.2%
American Indian	0	0.0%	1,226	0.3%
Asian	2	1.0%	17,126	4.8%
Pacific Islander	0	0.0%	557	0.2%
Two or More Races	10	4.8%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	2	1.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	2	1.0%	49,535	13.8%
Foundation H.S. Program (Endorsement)	30	14.5%	15,689	4.4%
Foundation H.S. Program (DLA)	173	83.6%	292,532	81.2%
Special Education Graduates	13	6.3%	29,018	8.1%
Economically Disadvantaged Graduates	37	17.9%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	1.0%	29,639	8.2%
At-Risk Graduates	56	27.1%	148,836	41.3%

Texas Education Agency
 2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
 CELINA ISD (043903) - COLLIN COUNTY

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	62.8%	70.5%	57.1%	59.2%	76.3%	-	*	-	50.0%	92.3%	48.6%	*
2018-19	72.9%	71.2%	73.4%	*	60.2%	77.5%	*	*	-	91.7%	76.9%	65.3%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	55.1%	58.5%	42.9%	44.9%	64.0%	-	*	-	50.0%	7.7%	32.4%	*
2018-19	53.0%	53.0%	57.1%	*	37.0%	63.8%	*	*	-	83.3%	0.0%	33.3%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	60.0%	57.0%	42.9%	38.8%	64.0%	-	*	-	50.0%	15.4%	35.1%	*
2018-19	60.7%	61.0%	59.1%	*	33.3%	69.6%	*	*	-	50.0%	7.7%	33.3%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	47.6%	62.8%	71.4%	42.9%	69.1%	-	*	-	60.0%	15.4%	40.5%	*
2018-19	48.6%	46.9%	51.7%	*	31.5%	58.7%	*	*	-	66.7%	0.0%	30.6%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	43.8%	49.3%	42.9%	32.7%	55.4%	-	*	-	40.0%	7.7%	27.0%	*
2018-19	44.2%	43.7%	48.3%	*	24.1%	57.2%	*	*	-	50.0%	0.0%	22.2%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	27.0%	14.0%	14.3%	14.3%	14.4%	-	*	-	10.0%	0.0%	2.7%	*
2018-19	21.1%	26.6%	22.2%	*	16.7%	25.4%	*	*	-	0.0%	0.0%	8.3%	*
Associate Degree (Annual Graduates)													
2019-20	2.1%	2.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2018-19	1.9%	1.9%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	23.1%	40.1%	28.6%	28.6%	45.3%	-	*	-	30.0%	0.0%	29.7%	*
2018-19	23.1%	20.2%	37.4%	*	20.4%	42.8%	*	*	-	83.3%	0.0%	22.2%	*
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	3.7%	5.8%	0.0%	12.2%	4.3%	-	*	-	0.0%	0.0%	2.7%	*
2018-19	2.3%	1.8%	11.8%	*	13.0%	11.6%	*	*	-	0.0%	0.0%	11.1%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	14.9%	36.2%	42.9%	32.7%	38.8%	-	*	-	20.0%	92.3%	29.7%	*
2018-19	40.4%	36.6%	30.5%	*	30.6%	29.7%	*	*	-	33.3%	76.9%	38.9%	*
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	8.9%	30.4%	28.6%	22.4%	34.5%	-	*	-	20.0%	0.0%	18.9%	*

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
CELINA ISD (043903) - COLLIN COUNTY

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	7.2%	2.0%	*	1.9%	2.2%	*	*	-	0.0%	0.0%	2.8%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.9%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2018-19	0.6%	0.5%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	2.6%	1.4%	14.3%	2.0%	0.7%	-	*	-	0.0%	23.1%	5.4%	*
2018-19	2.3%	2.3%	2.0%	*	5.6%	0.7%	*	*	-	0.0%	30.8%	2.8%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	3.8%	5.3%	14.3%	10.2%	3.6%	-	*	-	0.0%	84.6%	10.8%	*
2018-19	2.7%	2.9%	3.4%	*	9.3%	0.7%	*	*	-	0.0%	53.8%	13.9%	*

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
CELINA ISD (043903) - COLLIN COUNTY

	Academic Year	Region State	Region 10	African American District	African American	Hispanic	White	American Indian	Pacific Asian	Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	25.3%	31.9%	28.6%	22.4%	34.5%	-	*	-	30.0%	7.7%	24.3%	*
	2018-19	33.4%	27.5%	32.0%	*	22.2%	35.5%	*	*	-	50.0%	7.7%	25.0%	*
Mathematics	2019-20	21.2%	16.6%	21.3%	14.3%	18.4%	23.0%	-	*	-	10.0%	7.7%	21.6%	*
	2018-19	24.7%	18.3%	28.1%	*	22.2%	29.0%	*	*	-	66.7%	0.0%	27.8%	*
Both Subjects	2019-20	16.4%	12.8%	16.9%	14.3%	14.3%	18.0%	-	*	-	10.0%	7.7%	18.9%	*
	2018-19	18.8%	13.6%	19.7%	*	13.0%	21.0%	*	*	-	50.0%	0.0%	13.9%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	5.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
	2018-19	5.1%	3.6%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Mathematics	2019-20	9.7%	6.8%	20.3%	42.9%	14.3%	19.4%	-	*	-	40.0%	15.4%	13.5%	*
	2018-19	7.3%	4.2%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Both Subjects	2019-20	4.2%	3.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
	2018-19	2.6%	1.5%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	27.5%	12.3%	5.6%	9.8%	14.2%	*	*	-	0.0%	0.0%	2.5%	40.0%
	2019	25.2%	31.3%	16.8%	0.0%	15.7%	18.4%	*	*	*	6.7%	0.0%	11.3%	16.7%
English Language Arts	2020	12.7%	16.7%	1.9%	0.0%	1.1%	2.5%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	14.5%	19.0%	8.9%	0.0%	6.9%	10.3%	*	*	*	0.0%	0.0%	3.8%	0.0%
Mathematics	2020	6.4%	9.2%	5.5%	0.0%	3.3%	6.7%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	7.4%	10.2%	8.4%	0.0%	4.9%	10.3%	*	*	*	6.7%	0.0%	3.8%	0.0%
Science	2020	9.4%	12.1%	5.8%	5.6%	4.3%	6.7%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	10.4%	13.4%	2.0%	0.0%	2.9%	1.8%	*	*	*	0.0%	0.0%	2.5%	0.0%
Social Studies	2020	12.4%	15.5%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	13.9%	17.4%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	62.6%	43.1%	*	66.7%	40.0%	-	*	-	-	-	*	*
	2019	51.0%	54.4%	39.7%	-	43.8%	40.0%	-	*	-	*	-	33.3%	*
English Language Arts	2020	50.1%	53.8%	50.0%	-	* 42.9%		-	-	-	-	-	-	-
	2019	41.2%	44.3%	41.7%	-	57.1%	39.3%	-	*	-	-	-	*	-
Mathematics	2020	56.5%	62.7%	17.4%	-	* 21.1%		-	*	-	-	-	-	-
	2019	52.2%	58.1%	23.5%	-	20.0%	25.0%	-	-	-	*	-	*	-
Science	2020	47.6%	51.0%	37.5%	*	* 36.8%		-	-	-	-	-	-	-
	2019	40.6%	44.2%	37.5%	-	* 60.0%		-	-	-	-	-	*	-

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
CELINA ISD (043903) - COLLIN COUNTY

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	57.4%	-	-	-	-	-	-	-	-	-	-	-
	2019	46.3%	51.2%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	81.5%	68.6%	71.4%	44.9%	77.7%	-	*	-	60.0%	30.8%	36.8%	*
	2018-19	75.0%	80.5%	69.0%	*	44.4%	77.5%	*	*	-	100.0%	7.7%	47.2%	*
At/Above Criterion for All Examinees	2019-20	35.7%	40.2%	47.9%	60.0%	27.3%	52.8%	-	*	-	16.7%	*	28.6%	-
	2018-19	36.1%	40.1%	55.7%	*	29.2%	61.7%	-	*	-	33.3%	*	23.5%	-
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1035	1121	*	1083	1134	-	*	-	*	*	1110	-
	2018-19	1027	1039	1149	-	993	1178	-	*	-	-	-	*	-
English Language Arts and Writing	2019-20	513	520	557	*	537	563	-	*	-	*	*	552	-
	2018-19	517	521	567	-	489	581	-	*	-	-	-	*	-
Mathematics	2019-20	506	515	564	*	546	571	-	*	-	*	*	558	-
	2018-19	510	518	582	-	504	597	-	*	-	-	-	*	-
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	21	22	21	20	22	-	*	-	24	*	20	-
	2018-19	21	21	23	*	21	24	-	*	-	22	*	19	-
English Language Arts	2019-20	20	20	22	22	19	22	-	*	-	24	*	20	-
	2018-19	20	20	23	*	20	24	-	*	-	22	*	18	-
Mathematics	2019-20	20	21	22	20	20	23	-	*	-	22	*	21	-
	2018-19	20	21	23	*	22	24	-	*	-	24	*	21	-
Science	2019-20	21	21	22	21	21	22	-	*	-	23	*	20	-
	2018-19	21	21	23	*	21	24	-	*	-	23	*	20	-

Texas Education Agency
 2020-21 Other Postsecondary Indicators (TAPR)
 CELINA ISD (043903) - COLLIN COUNTY

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	49.4%	52.5%	41.2%	42.8%	56.2%	54.5%	37.5%	-	59.0%	33.3%	44.5%	23.1%
	2018-19	44.6%	47.2%	51.3%	28.1%	49.0%	54.7%	18.2%	37.5%	*	47.2%	30.5%	34.6%	28.6%
English Language Arts	2019-20	18.2%	18.6%	18.9%	11.8%	10.4%	22.6%	20.0%	14.3%	-	15.4%	1.6%	12.3%	0.0%
	2018-19	17.8%	18.5%	14.2%	3.2%	9.1%	16.9%	0.0%	37.5%	*	8.3%	1.7%	6.6%	0.0%
Mathematics	2019-20	20.7%	22.2%	25.7%	15.2%	22.5%	28.0%	18.2%	14.3%	-	23.1%	19.0%	23.3%	0.0%
	2018-19	20.4%	22.0%	27.2%	6.5%	22.2%	31.1%	9.1%	28.6%	*	20.0%	7.3%	14.6%	15.4%
Science	2019-20	22.4%	23.9%	31.3%	24.2%	31.4%	32.0%	18.2%	28.6%	-	31.6%	29.3%	28.0%	23.1%
	2018-19	21.7%	22.7%	27.2%	10.0%	28.7%	27.9%	9.1%	37.5%	*	25.0%	20.7%	20.1%	15.4%
Social Studies	2019-20	24.6%	27.7%	32.4%	20.6%	18.2%	37.4%	36.4%	25.0%	-	41.0%	1.6%	20.1%	0.0%
	2018-19	23.6%	27.0%	30.7%	20.0%	21.2%	34.9%	9.1%	25.0%	*	36.1%	1.7%	14.0%	7.7%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	52.0%	35.7%	14.3%	26.5%	38.8%	-	*	-	50.0%	15.4%	27.0%	*
	2018-19	59.0%	60.0%	47.3%	*	35.2%	51.4%	*	*	-	33.3%	46.2%	47.2%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	53.9%	52.2%	*	40.7%	55.8%	*	*	-	50.0%	15.4%	41.7%	*
	2017-18	53.4%	53.9%	53.4%	60.0%	43.2%	55.3%	*	*	-	*	0.0%	42.9%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	41.5%	57.1%	-	37.5%	62.2%	-	*	-	*	-	42.9%	-
	2017-18	60.7%	57.3%	68.3%	*	37.5%	75.9%	*	*	-	*	-	58.3%	-

Texas Education Agency
2020-21 Student Information (TAPR)
CELINA ISD (043903) - COLLIN COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	2,956	100.0%	5,359,040	100.0%	2,962	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	10	0.3%	13,855	0.3%	16	0.5%	20,991	0.4%
Pre-Kindergarten	40	1.4%	196,560	3.7%	40	1.4%	197,093	3.7%
Kindergarten	190	6.4%	360,865	6.7%	190	6.4%	361,349	6.7%
Grade 1	214	7.2%	380,973	7.1%	214	7.2%	381,403	7.1%
Grade 2	212	7.2%	379,725	7.1%	212	7.2%	380,122	7.1%
Grade 3	211	7.1%	380,802	7.1%	211	7.1%	381,135	7.1%
Grade 4	235	7.9%	385,090	7.2%	235	7.9%	385,364	7.2%
Grade 5	232	7.8%	395,436	7.4%	232	7.8%	395,649	7.4%
Grade 6	227	7.7%	414,197	7.7%	227	7.7%	414,357	7.7%
Grade 7	230	7.8%	421,222	7.9%	230	7.8%	421,347	7.8%
Grade 8	241	8.2%	422,386	7.9%	241	8.1%	422,505	7.9%
Grade 9	268	9.1%	436,396	8.1%	268	9.0%	436,523	8.1%
Grade 10	220	7.4%	420,502	7.8%	220	7.4%	420,705	7.8%
Grade 11	219	7.4%	388,143	7.2%	219	7.4%	388,443	7.2%
Grade 12	207	7.0%	362,888	6.8%	207	7.0%	364,600	6.8%
Ethnic Distribution:								
African American	117	4.0%	680,285	12.7%	117	4.0%	681,401	12.7%
Hispanic	739	25.0%	2,835,771	52.9%	739	24.9%	2,840,982	52.9%
White	1,879	63.6%	1,418,789	26.5%	1,885	63.6%	1,424,251	26.5%
American Indian	26	0.9%	18,712	0.3%	26	0.9%	18,755	0.3%
Asian	41	1.4%	253,856	4.7%	41	1.4%	254,163	4.7%
Pacific Islander	0	0.0%	8,259	0.2%	0	0.0%	8,271	0.2%
Two or More Races	154	5.2%	143,368	2.7%	154	5.2%	143,763	2.7%
Sex:								
Female	1,443	48.8%	2,620,239	48.9%	1,444	48.8%	2,624,722	48.9%
Male	1,513	51.2%	2,738,801	51.1%	1,518	51.2%	2,746,864	51.1%
Economically Disadvantaged	575	19.5%	3,229,178	60.3%	575	19.4%	3,233,417	60.2%
Non-Educationally Disadvantaged	2,381	80.5%	2,129,862	39.7%	2,387	80.6%	2,138,169	39.8%
Section 504 Students	383	13.0%	387,490	7.2%	383	12.9%	387,622	7.2%
EB Students/EL	210	7.1%	1,108,207	20.7%	210	7.1%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	9	0.3%	66,833	1.2%				
Students w/ Dyslexia	142	4.8%	241,070	4.5%	142	4.8%	241,197	4.5%
Foster Care	5	0.2%	17,033	0.3%	5	0.2%	17,090	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
CELINA ISD (043903) - COLLIN COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Homeless	21	0.7%	57,709	1.1%	21	0.7%	57,811	1.1%
Immigrant	15	0.5%	108,025	2.0%	15	0.5%	108,092	2.0%
Migrant	0	0.0%	16,657	0.3%	0	0.0%	16,733	0.3%
Title I	797	27.0%	3,457,855	64.5%	803	27.1%	3,464,887	64.5%
Military Connected	61	2.1%	144,596	2.7%	61	2.1%	144,683	2.7%
At-Risk	761	25.7%	2,634,284	49.2%	761	25.7%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	209	7.1%	1,123,936	21.0%	209	7.1%	1,124,413	20.9%
Gifted and Talented Education	159	5.4%	443,781	8.3%	159	5.4%	443,849	8.3%
Special Education	323	10.9%	595,885	11.1%	329	11.1%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	323		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	145	44.9%	253,352	42.5%				
Students with Physical Disabilities	65	20.1%	127,106	21.3%				
Students with Autism	**	**	83,737	14.1%				
Students with Behavioral Disabilities	81	25.1%	122,624	20.6%				
Students with Non-Categorical Early Childhood	*	*	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	184	6.9%	726,083	13.8%				
By Ethnicity:								
African American	11	0.4%	148,832	2.8%				
Hispanic	49	1.8%	372,491	7.1%				
White	108	4.1%	160,748	3.1%				
American Indian	0	0.0%	2,944	0.1%				
Asian	8	0.3%	18,370	0.4%				
Pacific Islander	0	0.0%	1,484	0.0%				
Two or More Races	8	0.3%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	30	9.3%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	15	9.7%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	37	6.6%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	232	11.7%	700,130	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
CELINA ISD (043903) - COLLIN COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	4.3%	1.4%	12.5%	4.8%
Grade 1	2.8%	1.9%	16.7%	3.2%
Grade 2	0.6%	1.0%	0.0%	1.4%
Grade 3	0.0%	0.5%	2.6%	0.6%
Grade 4	0.0%	0.3%	0.0%	0.4%
Grade 5	0.6%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.2%	0.0%	0.3%
Grade 7	0.5%	0.3%	0.0%	0.3%
Grade 8	0.0%	0.2%	0.0%	0.4%
Grade 9	0.0%	4.7%	5.3%	7.8%

	--- District ---		--- State ---	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	2	0.1%	6,039	0.2%

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

Class Size Information	District State	
	Elementary:	
Kindergarten	19.1	17.7
Grade 1	18.0	18.0
Grade 2	19.5	18.0
Grade 3	19.3	18.2
Grade 4	19.0	18.3
Grade 5	20.1	19.8
Grade 6	18.2	19.4
Secondary:		
English/Language Arts	17.8	15.7
Foreign Languages	24.1	17.8
Mathematics	18.7	16.9
Science	21.3	17.9
Social Studies	24.1	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
CELINA ISD (043903) - COLLIN COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	399.6	100.0%	745,316.3	100.0%
Professional Staff:	252.1	63.1%	479,219.1	64.3%
Teachers	198.1	49.6%	369,395.4	49.6%
Professional Support	31.8	8.0%	78,787.8	10.6%
Campus Administration (School Leadership)	12.6	3.1%	22,378.5	3.0%
Central Administration	9.6	2.4%	8,657.4	1.2%
Educational Aides:	46.0	11.5%	79,348.7	10.6%
Auxiliary Staff:	101.6	25.4%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	4,290.0	n/a
Part-time Librarians	0.0	n/a	582.0	n/a
Full-time Counselors	7.0	n/a	13,211.0	n/a
Part-time Counselors	0.0	n/a	1,126.0	n/a
Total Minority Staff:	83.7	20.9%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	3.0	1.5%	41,186.3	11.1%
Hispanic	13.8	7.0%	104,985.0	28.4%
White	177.3	89.5%	210,367.3	56.9%
American Indian	2.0	1.0%	1,261.0	0.3%
Asian	0.0	0.0%	6,656.1	1.8%
Pacific Islander	0.0	0.0%	618.8	0.2%
Two or More Races	2.0	1.0%	4,320.9	1.2%
Teachers by Sex:				
Males	40.6	20.5%	88,006.1	23.8%
Females	157.6	79.5%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,422.7	1.2%
Bachelors	149.7	75.5%	269,818.0	73.0%
Masters	47.3	23.9%	92,432.5	25.0%
Doctorate	1.1	0.6%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	7.9	4.0%	24,880.4	6.7%
1-5 Years Experience	30.7	15.5%	102,753.7	27.8%
6-10 Years Experience	55.0	27.8%	74,854.8	20.3%
11-20 Years Experience	73.0	36.8%	107,653.1	29.1%

2020-21 Texas Academic Performance Report (TAPR)

District Name: CELINA ISD

Campus Name: CELINA PRI

Campus Number: 043903103

2021 Accountability Rating: Not Rated: Declared State of Disaster

Texas Education Agency
2018-19 STAAR Performance (TAPR)
CELINA PRI (043903103) - CELINA ISD - COLLIN COUNTY

This campus is not rated on STAAR Performance (TAPR).

Texas Education Agency
2020-21 Progress (TAPR)
CELINA PRI (043903103) - CELINA ISD - COLLIN COUNTY

This campus is not rated on Progress (TAPR).

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CELINA PRI (043903103) - CELINA ISD - COLLIN COUNTY

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

Texas Education Agency
2020-21 STAAR Participation (TAPR)
CELINA PRI (043903103) - CELINA ISD - COLLIN COUNTY

This campus is not rated on STAAR Participation (TAPR).

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CELINA PRI (043903103) - CELINA ISD - COLLIN COUNTY

There is no data for this campus.

Texas Education Agency
 2020-21 Graduation Profile (TAPR)
 CELINA PRI (043903103) - CELINA ISD - COLLIN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	207	360,220
By Ethnicity:				
African American	-	-	7	44,729
Hispanic	-	-	49	184,060
White	-	-	139	105,215
American Indian	-	-	0	1,226
Asian	-	-	2	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	10	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	2	952
Foundation H.S. Program (No Endorsement)	-	-	2	49,535
Foundation H.S. Program (Endorsement)	-	-	30	15,689
Foundation H.S. Program (DLA)	-	-	173	292,532
Special Education Graduates	-	-	13	29,018
Economically Disadvantaged Graduates	-	-	37	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	29,639
At-Risk Graduates	-	-	56	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
CELINA PRI (043903103) - CELINA ISD - COLLIN COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
CELINA PRI (043903103) - CELINA ISD - COLLIN COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
CELINA PRI (043903103) - CELINA ISD - COLLIN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	239	100.0%	2,956	5,359,040	245	100.0%	2,962	5,371,586
Students by Grade:								
Early Childhood Education	10	4.2%	0.3%	0.3%	16	6.5%	0.5%	0.4%
Pre-Kindergarten	40	16.7%	1.4%	3.7%	40	16.3%	1.4%	3.7%
Kindergarten	189	79.1%	6.4%	6.7%	189	77.1%	6.4%	6.7%
Grade 1	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 3	0	0.0%	7.1%	7.1%	0	0.0%	7.1%	7.1%
Grade 4	0	0.0%	7.9%	7.2%	0	0.0%	7.9%	7.2%
Grade 5	0	0.0%	7.8%	7.4%	0	0.0%	7.8%	7.4%
Grade 6	0	0.0%	7.7%	7.7%	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 8	0	0.0%	8.2%	7.9%	0	0.0%	8.1%	7.9%
Grade 9	0	0.0%	9.1%	8.1%	0	0.0%	9.0%	8.1%
Grade 10	0	0.0%	7.4%	7.8%	0	0.0%	7.4%	7.8%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	7.0%	6.8%	0	0.0%	7.0%	6.8%
Ethnic Distribution:								
African American	7	2.9%	4.0%	12.7%	7	2.9%	4.0%	12.7%
Hispanic	88	36.8%	25.0%	52.9%	88	35.9%	24.9%	52.9%
White	124	51.9%	63.6%	26.5%	130	53.1%	63.6%	26.5%
American Indian	0	0.0%	0.9%	0.3%	0	0.0%	0.9%	0.3%
Asian	3	1.3%	1.4%	4.7%	3	1.2%	1.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	17	7.1%	5.2%	2.7%	17	6.9%	5.2%	2.7%
Sex:								
Female	112	46.9%	48.8%	48.9%	113	46.1%	48.8%	48.9%
Male	127	53.1%	51.2%	51.1%	132	53.9%	51.2%	51.1%
Economically Disadvantaged	85	35.6%	19.5%	60.3%	85	34.7%	19.4%	60.2%
Non-Educationally Disadvantaged	154	64.4%	80.5%	39.7%	160	65.3%	80.6%	39.8%
Section 504 Students	1	0.4%	13.0%	7.2%	1	0.4%	12.9%	7.2%
EB Students/EL	35	14.6%	7.1%	20.7%	35	14.3%	7.1%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	0.3%	1.2%				
Students w/ Dyslexia	0	0.0%	4.8%	4.5%	0	0.0%	4.8%	4.5%
Foster Care	2	0.8%	0.2%	0.3%	2	0.8%	0.2%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
CELINA PRI (043903103) - CELINA ISD - COLLIN COUNTY

Student Information	Membership				Enrollment			
	Campus			State	Campus			State
	Count	Percent	District		Count	Percent	District	
Homeless	6	2.5%	0.7%	1.1%	6	2.4%	0.7%	1.1%
Immigrant	2	0.8%	0.5%	2.0%	2	0.8%	0.5%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	239	100.0%	27.0%	64.5%	245	100.0%	27.1%	64.5%
Military Connected	11	4.6%	2.1%	2.7%	11	4.5%	2.1%	2.7%
At-Risk	114	47.7%	25.7%	49.2%	114	46.5%	25.7%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	37	15.5%	7.1%	21.0%	37	15.1%	7.1%	20.9%
Gifted and Talented Education	0	0.0%	5.4%	8.3%	0	0.0%	5.4%	8.3%
Special Education	22	9.2%	10.9%	11.1%	28	11.4%	11.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	22							
By Type of Primary Disability								
Students with Intellectual Disabilities	0	0.0%	44.9%	42.5%				
Students with Physical Disabilities	13	59.1%	20.1%	21.3%				
Students with Autism	*	*	**	14.1%				
Students with Behavioral Disabilities	7	31.8%	25.1%	20.6%				
Students with Non-Categorical Early Childhood	*	*	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	0	0.0%	6.9%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.4%	2.8%				
Hispanic	0	0.0%	1.8%	7.1%				
White	0	0.0%	4.1%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.3%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.3%	0.4%				
Count and Percent of Special Ed Students who are Mobile	0	0.0%	9.3%	16.5%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	9.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	0	0.0%	6.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	14	20.9%	11.7%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
CELINA PRI (043903103) - CELINA ISD - COLLIN COUNTY

Student Information	--Non-Special Education Rates--			--Special Education Rates--		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	4.3%	4.3%	1.4%	12.5%	12.5%	4.8%
Grade 1	-	2.8%	1.9%	-	16.7%	3.2%
Grade 2	-	0.6%	1.0%	-	0.0%	1.4%
Grade 3	-	0.0%	0.5%	-	2.6%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.6%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.5%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	0.0%	4.7%	-	5.3%	7.8%

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

Class Size Information	Campus District State	
Elementary:		
Kindergarten	19.1	19.1 17.7
Grade 1	-	18.0 18.0
Grade 2	-	19.5 18.0
Grade 3	-	19.3 18.2
Grade 4	-	19.0 18.3
Grade 5	-	20.1 19.8
Grade 6	-	18.2 19.4
Secondary:		
English/Language Arts	-	17.8 15.7
Foreign Languages	-	24.1 17.8
Mathematics	-	18.7 16.9
Science	-	21.3 17.9
Social Studies	-	24.1 18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
CELINA PRI (043903103) - CELINA ISD - COLLIN COUNTY

Staff Information	Campus			
	Count/Average	Percent	District	State
Total Staff	27.8	100.0%	100.0%	100.0%
Professional Staff:	20.5	73.7%	63.1%	64.3%
Teachers	18.5	66.5%	49.6%	49.6%
Professional Support	1.0	3.6%	8.0%	10.6%
Campus Administration (School Leadership)	1.0	3.6%	3.1%	3.0%
Educational Aides:	7.3	26.3%	11.5%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	1.0	n/a	7.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	8.0	28.8%	20.9%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.5%	11.1%
Hispanic	4.0	21.6%	7.0%	28.4%
White	14.5	78.4%	89.5%	56.9%
American Indian	0.0	0.0%	1.0%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.2%
Teachers by Sex:				
Males	0.0	0.0%	20.5%	23.8%
Females	18.5	100.0%	79.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	14.5	78.4%	75.5%	73.0%
Masters	4.0	21.6%	23.9%	25.0%
Doctorate	0.0	0.0%	0.6%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	4.0%	6.7%
1-5 Years Experience	6.5	35.1%	15.5%	27.8%
6-10 Years Experience	5.0	27.0%	27.8%	20.3%
11-20 Years Experience	4.0	21.6%	36.8%	29.1%
21-30 Years Experience	3.0	16.2%	13.2%	13.0%
Over 30 Years Experience	0.0	0.0%	2.7%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
CELINA PRI (043903103) - CELINA ISD - COLLIN COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Number of Students per Teacher	12.9	n/a	14.9	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	4.7	6.4
Average Years Experience of Principals with District	4.0	4.7	5.5
Average Years Experience of Assistant Principals	0.0	5.5	5.5
Average Years Experience of Assistant Principals with District	0.0	5.5	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers	10.1	12.8	11.2
Average Years Experience of Teachers with District	2.7	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$48,025	\$50,849
1-5 Years Experience	\$50,378	\$50,784	\$53,288
6-10 Years Experience	\$53,616	\$54,475	\$56,282
11-20 Years Experience	\$57,956	\$58,179	\$59,900
21-30 Years Experience	\$63,924	\$64,977	\$64,637
Over 30 Years Experience	-	\$71,169	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$55,090	\$56,843	\$57,641
Professional Support	\$77,293	\$66,777	\$68,030
Campus Administration (School Leadership)	\$87,265	\$86,760	\$83,424
Instructional Staff Percent:	n/a	61.0%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

Program Information	----- Campus -----			
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	10.8%	4.8%	6.2%
Career and Technical Education	0.0	0.0%	4.8%	5.1%
Compensatory Education	2.0	10.8%	1.5%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	11.8	63.6%	80.5%	71.0%
Special Education	2.7	14.7%	3.3%	9.4%
Other	0.0	0.0%	5.2%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
CELINA PRI (043903103) - CELINA ISD - COLLIN COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: CELINA ISD

Campus Name: O'DELL EL

Campus Number: 043903104

2021 Accountability Rating: Not Rated: Declared State of Disaster

Texas Education Agency
2020-21 STAAR Performance (TAPR)
O'DELL EL (043903104) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	91%	97%	100%	100%	96%	-	83%	-	100%	100%	80%	96%	97%	100%	89%
	2019	76%	88%	88%	*	63%	93%	*	*	-	*	68%	*	86%	92%	70%	*
At Meets Grade Level or Above	2021	39%	58%	68%	40%	63%	77%	-	33%	-	63%	50%	80%	74%	59%	56%	44%
	2019	45%	60%	60%	*	31%	68%	*	*	-	*	42%	*	61%	58%	40%	*
At Masters Grade Level	2021	19%	38%	47%	40%	37%	55%	-	33%	-	38%	42%	60%	56%	32%	28%	22%
	2019	27%	40%	40%	*	25%	43%	*	*	-	*	21%	*	39%	42%	20%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	85%	93%	100%	89%	96%	-	83%	-	88%	83%	100%	93%	94%	83%	78%
	2019	79%	89%	86%	*	63%	91%	*	*	-	*	68%	*	89%	75%	80%	*
At Meets Grade Level or Above	2021	31%	44%	54%	40%	47%	62%	-	17%	-	50%	50%	60%	58%	47%	39%	22%
	2019	49%	57%	49%	*	19%	55%	*	*	-	*	26%	*	50%	46%	40%	*
At Masters Grade Level	2021	14%	24%	31%	40%	26%	32%	-	17%	-	38%	17%	60%	35%	24%	17%	22%
	2019	25%	28%	28%	*	6%	32%	*	*	-	*	11%	*	30%	21%	10%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	76%	86%	57%	83%	89%	*	*	-	88%	72%	*	85%	87%	71%	100%
	2019	75%	88%	93%	100%	67%	95%	-	*	-	*	86%	*	96%	90%	75%	*
At Meets Grade Level or Above	2021	36%	47%	58%	57%	56%	60%	*	*	-	38%	22%	*	60%	55%	53%	64%
	2019	44%	56%	66%	50%	50%	68%	-	*	-	*	29%	*	72%	57%	63%	*
At Masters Grade Level	2021	17%	20%	25%	14%	28%	27%	*	*	-	13%	6%	*	24%	26%	6%	9%
	2019	22%	31%	43%	17%	17%	50%	-	*	-	*	14%	*	43%	43%	0%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	72%	78%	86%	67%	79%	*	*	-	75%	67%	*	77%	79%	76%	73%
	2019	75%	82%	93%	83%	83%	95%	-	*	-	*	100%	*	96%	90%	88%	*
At Meets Grade Level or Above	2021	36%	45%	54%	43%	28%	63%	*	*	-	50%	33%	*	56%	51%	24%	27%
	2019	48%	56%	63%	50%	33%	65%	-	*	-	*	29%	*	63%	63%	38%	*
At Masters Grade Level	2021	21%	24%	33%	43%	17%	40%	*	*	-	13%	11%	*	37%	28%	18%	0%
	2019	28%	30%	34%	33%	33%	37%	-	*	-	*	29%	*	37%	30%	13%	*
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
O'DELL EL (043903104) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races (Current)	Special Ed (Former)	Special Ed (Current)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	64%	71%	57%	65%	76%	*	*	-	50%	33%	*	74%	66%	50%	50%
	2019	67%	76%	87%	100%	67%	87%	-	*	-	*	71%	*	93%	77%	88%	*
At Meets Grade Level or Above	2021	27%	32%	39%	43%	24%	42%	*	*	-	38%	17%	*	45%	30%	25%	20%
	2019	35%	42%	51%	17%	33%	57%	-	*	-	*	43%	*	52%	50%	38%	*
At Masters Grade Level	2021	8%	6%	6%	0%	0%	8%	*	*	-	13%	6%	*	6%	6%	6%	0%
	2019	11%	11%	13%	0%	0%	17%	-	*	-	*	14%	*	15%	10%	0%	*
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	86%	89%	*	82%	93%	-	*	-	*	67%	*	89%	89%	88%	63%
	2019	86%	96%	99%	*	93%	100%	*	*	-	*	89%	*	98%	100%	94%	100%
At Meets Grade Level or Above	2021	46%	70%	77%	*	59%	82%	-	*	-	*	47%	*	76%	77%	76%	38%
	2019	54%	78%	84%	*	53%	91%	*	*	-	*	56%	*	87%	80%	75%	67%
At Masters Grade Level	2021	30%	46%	50%	*	41%	55%	-	*	-	*	20%	*	48%	52%	41%	0%
	2019	29%	48%	53%	*	27%	58%	*	*	-	*	0%	*	54%	52%	44%	33%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	83%	88%	*	82%	90%	-	*	-	*	80%	*	85%	91%	76%	75%
	2019	90%	99%	100%	*	100%	100%	*	*	-	*	100%	*	100%	100%	100%	100%
At Meets Grade Level or Above	2021	44%	49%	55%	*	50%	55%	-	*	-	*	20%	*	50%	61%	47%	50%
	2019	58%	74%	88%	*	73%	93%	*	*	-	*	67%	*	90%	84%	75%	67%
At Masters Grade Level	2021	25%	25%	32%	*	23%	33%	-	*	-	*	7%	*	30%	34%	24%	38%
	2019	36%	55%	77%	*	67%	78%	*	*	-	*	67%	*	81%	68%	63%	67%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	77%	87%	*	77%	91%	-	*	-	*	60%	*	85%	89%	76%	50%
	2019	75%	91%	96%	*	93%	98%	*	*	-	*	67%	*	94%	100%	94%	100%
At Meets Grade Level or Above	2021	31%	38%	50%	*	36%	54%	-	*	-	*	33%	*	46%	55%	35%	13%
	2019	49%	66%	78%	*	53%	85%	*	*	-	*	33%	*	81%	72%	69%	50%
At Masters Grade Level	2021	13%	17%	23%	*	18%	24%	-	*	-	*	13%	*	22%	25%	12%	0%
	2019	24%	36%	47%	*	13%	53%	*	*	-	*	11%	*	46%	48%	31%	17%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	85%	86%	78%	81%	88%	*	77%	-	84%	68%	86%	85%	86%	78%	73%
	2019	78%	89%	92%	97%	80%	95%	80%	91%	-	100%	78%	100%	94%	90%	88%	80%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
O'DELL EL (043903104) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current) & Monitored
At Meets Grade Level or Above	2021	41%	57%	56%	49%	46%	61%	*	37%	-	57%	33%	59%	58%	54%	45%	35%
	2019	50%	65%	67%	48%	44%	72%	60%	82%	-	81%	40%	84%	69%	63%	59%	40%
At Masters Grade Level	2021	18%	26%	30%	30%	24%	33%	*	20%	-	27%	14%	41%	32%	28%	19%	11%
	2019	24%	33%	42%	31%	25%	45%	60%	55%	-	38%	20%	32%	43%	38%	28%	27%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	86%	90%	79%	88%	92%	*	75%	-	95%	78%	89%	90%	90%	87%	86%
	2019	75%	89%	93%	100%	76%	96%	*	*	-	100%	77%	100%	93%	94%	82%	73%
At Meets Grade Level or Above	2021	45%	64%	67%	57%	59%	73%	*	42%	-	58%	38%	78%	69%	64%	62%	50%
	2019	48%	66%	70%	60%	43%	75%	*	*	-	83%	43%	71%	72%	65%	62%	45%
At Masters Grade Level	2021	18%	30%	40%	29%	36%	45%	*	25%	-	26%	20%	56%	42%	37%	25%	11%
	2019	21%	32%	45%	30%	24%	50%	*	*	-	50%	14%	43%	45%	46%	26%	27%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	84%	86%	93%	80%	88%	*	83%	-	84%	76%	89%	85%	87%	79%	75%
	2019	82%	90%	93%	90%	81%	95%	*	*	-	100%	83%	100%	95%	89%	91%	82%
At Meets Grade Level or Above	2021	37%	50%	54%	43%	42%	60%	*	33%	-	58%	33%	56%	55%	54%	37%	32%
	2019	52%	65%	66%	50%	43%	70%	*	*	-	100%	37%	86%	66%	65%	56%	36%
At Masters Grade Level	2021	18%	23%	32%	43%	22%	35%	*	17%	-	32%	11%	33%	34%	29%	19%	18%
	2019	26%	34%	45%	40%	35%	47%	*	*	-	33%	29%	43%	48%	39%	35%	36%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	78%	71%	57%	65%	76%	*	*	-	50%	33%	*	74%	66%	50%	50%
	2019	68%	84%	87%	100%	67%	87%	-	*	-	*	71%	*	93%	77%	88%	*
At Meets Grade Level or Above	2021	30%	42%	39%	43%	24%	42%	*	*	-	38%	17%	*	45%	30%	25%	20%
	2019	38%	56%	51%	17%	33%	57%	-	*	-	*	43%	*	52%	50%	38%	*
At Masters Grade Level	2021	9%	11%	6%	0%	0%	8%	*	*	-	13%	6%	*	6%	6%	6%	0%
	2019	14%	25%	13%	0%	0%	17%	-	*	-	*	14%	*	15%	10%	0%	*
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	88%	87%	*	77%	91%	-	*	-	*	60%	*	85%	89%	76%	50%
	2019	81%	93%	96%	*	93%	98%	*	*	-	*	67%	*	94%	100%	94%	100%
At Meets Grade Level or Above	2021	44%	59%	50%	*	36%	54%	-	*	-	*	33%	*	46%	55%	35%	13%
	2019	54%	69%	78%	*	53%	85%	*	*	-	*	33%	*	81%	72%	69%	50%
At Masters Grade Level	2021	20%	25%	23%	*	18%	24%	-	*	-	*	13%	*	22%	25%	12%	0%
	2019	25%	33%	47%	*	13%	53%	*	*	-	*	11%	*	46%	48%	31%	17%

- * Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- + Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
O'DELL EL (043903104) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

School	Year	State	District	Campus	African American					Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
					American Indian	Hispanic	White	Black	Other								
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	78	50	83	80	-	*	-	*	71	*	76	82	75	*
	2018	63	64	66	*	65	68	*	*	-	*	72	*	68	61	68	79
Grade 4 Mathematics	2019	65	58	67	40	58	70	-	*	-	*	79	*	64	72	75	*
	2018	65	62	70	*	68	73	*	*	-	*	56	*	71	67	75	64
Grade 5 ELA/Reading	2019	81	85	89	*	80	90	*	*	-	*	78	*	86	94	94	83
	2018	80	76	80	*	83	77	*	*	-	*	100	33	83	73	92	100
Grade 5 Mathematics	2019	83	89	94	*	87	97	*	*	-	*	100	*	96	90	84	75
	2018	81	86	93	*	96	94	*	*	-	*	83	100	90	100	96	93
All Grades Both Subjects	2019	69	73	82	59	80	84	*	100	-	75	83	80	81	84	84	75
	2018	69	70	77	80	76	78	*	*	-	88	78	64	78	76	82	84
All Grades ELA/Reading	2019	68	74	84	69	81	85	*	*	-	*	75	80	81	88	88	88
	2018	69	68	73	80	72	73	*	*	-	*	86	29	75	68	80	89
All Grades Mathematics	2019	70	71	81	50	79	83	*	*	-	*	91	80	81	81	81	63
	2018	70	73	81	80	79	84	*	*	-	*	69	100	80	85	85	79

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

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
O'DELL EL (043903104) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School				Total Bilingual Education	BE-Trans		BE-Dual Two-Way	BE-Dual One-Way	ALP		ESL Total Content-Based	ESL Pull-Out	ALP		EB/EL with Parental Denial	EB/EL Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
	Year	State	District	Campus		Early Exit	BE-Trans Late Exit			Bilingual (Exception)	ESL (Waiver)								
STAAR Performance Rate by Subject and Performance Level																			
All Grades All Subjects																			
At Approaches Grade Level or Above	2021	67%	85%	86%	-	-	-	-	-	-	57%	-	57%	-	*	87%	59%	93%	
	2019	78%	89%	92%	-	-	-	-	-	-	63%	-	63%	-	-	-	63%		
At Meets Grade Level or Above	2021	41%	57%	56%	-	-	-	-	-	-	17%	-	17%	-	*	59%	20%	57%	
	2019	50%	65%	67%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%		
At Masters Grade Level	2021	18%	26%	30%	-	-	-	-	-	-	10%	-	10%	-	*	32%	11%	10%	
	2019	24%	33%	42%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%		
All Grades ELA/Reading																			
At Approaches Grade Level or Above	2021	68%	86%	90%	-	-	-	-	-	-	75%	-	75%	-	*	91%	76%	100%	
	2019	75%	89%	93%	-	-	-	-	-	-	50%	-	50%	-	-	-	50%		
At Meets Grade Level or Above	2021	45%	64%	67%	-	-	-	-	-	-	25%	-	25%	-	*	69%	29%	82%	
	2019	48%	66%	70%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%		
At Masters Grade Level	2021	18%	30%	40%	-	-	-	-	-	-	6%	-	6%	-	*	43%	6%	18%	
	2019	21%	32%	45%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%		
All Grades Mathematics																			
At Approaches Grade Level or Above	2021	66%	84%	86%	-	-	-	-	-	-	63%	-	63%	-	*	87%	65%	91%	
	2019	82%	90%	93%	-	-	-	-	-	-	67%	-	67%	-	-	-	67%		
At Meets Grade Level or Above	2021	37%	50%	54%	-	-	-	-	-	-	19%	-	19%	-	*	57%	24%	45%	
	2019	52%	65%	66%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%		
At Masters Grade Level	2021	18%	23%	32%	-	-	-	-	-	-	19%	-	19%	-	*	33%	24%	9%	
	2019	26%	34%	45%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%		
All Grades Writing																			
At Approaches Grade Level or Above	2021	58%	78%	71%	-	-	-	-	-	-	*	-	*	-	-	73%	*	83%	
	2019	68%	84%	87%	-	-	-	-	-	-	*	-	*	-	-	-	*		
At Meets Grade Level or Above	2021	30%	42%	39%	-	-	-	-	-	-	*	-	*	-	-	40%	*	33%	
	2019	38%	56%	51%	-	-	-	-	-	-	*	-	*	-	-	-	*		
At Masters Grade Level	2021	9%	11%	6%	-	-	-	-	-	-	*	-	*	-	-	7%	*	0%	
	2019	14%	25%	13%	-	-	-	-	-	-	*	-	*	-	-	-	*		
All Grades Science																			
At Approaches Grade Level or Above	2021	71%	88%	87%	-	-	-	-	-	-	33%	-	33%	-	-	90%	33%	*	
	2019	81%	93%	96%	-	-	-	-	-	-	*	-	*	-	-	-	*		
At Meets Grade Level or Above	2021	44%	59%	50%	-	-	-	-	-	-	0%	-	0%	-	-	53%	0%	*	
	2019	54%	69%	78%	-	-	-	-	-	-	*	-	*	-	-	-	*		
At Masters Grade Level	2021	20%	25%	23%	-	-	-	-	-	-	0%	-	0%	-	-	26%	0%	*	
	2019	25%	33%	47%	-	-	-	-	-	-	*	-	*	-	-	-	*		

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
O'DELL EL (043903104) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	American White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Economic Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	96%	96%	95%	96%	96%	50%	100%	-	100%	96%	100%	95%	98%	94%	95%
Included in Accountability	83%	91%	87%	86%	85%	90%	50%	77%	-	86%	88%	100%	92%	82%	86%	90%
Not Included in Accountability: Mobile	3%	5%	9%	9%	11%	7%	0%	23%	-	14%	7%	0%	4%	15%	8%	2%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	2%
Not Tested	12%	4%	4%	5%	4%	4%	50%	0%	-	0%	4%	0%	5%	2%	6%	5%
Absent	2%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	3%	3%	5%	4%	3%	50%	0%	-	0%	4%	0%	4%	2%	6%	5%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	94%	100%	92%	94%	100%	85%	-	100%	91%	100%	96%	90%	97%	91%
Not Included in Accountability: Mobile	4%	3%	6%	0%	8%	6%	0%	15%	-	0%	9%	0%	4%	10%	3%	9%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%

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

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
O'DELL EL (043903104) - CELINA ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	99.1%	99.3%	99.3%	99.1%	99.3%		* 99.6%	-	99.6%	99.1%	99.3%	99.7%
2018-19	95.4%	95.9%	96.1%	97.4%	96.2%	96.1%		* 96.8%	-	96.1%	94.9%	95.6%	96.9%
Chronic Absenteeism													
2019-20	6.7%	3.3%	2.3%	0.0%	3.4%	2.2%		* 0.0%	-	0.0%	7.3%	2.2%	0.0%
2018-19	11.4%	6.7%	4.9%	0.0%	6.5%	4.5%		* 0.0%	-	4.8%	8.6%	9.1%	0.0%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	-	-	-	-		-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-		-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.2%	-	-	-	-		-	-	-	-	-	-
2018-19	1.9%	0.0%	-	-	-	-		-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	98.0%	-	-	-	-		-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-		-	-	-	-	-	-
Continued HS	3.9%	1.5%	-	-	-	-		-	-	-	-	-	-
Dropped Out	5.4%	0.5%	-	-	-	-		-	-	-	-	-	-
Graduates and TxCHSE	90.7%	98.0%	-	-	-	-		-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	99.5%	-	-	-	-		-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	99.0%	-	-	-	-		-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-		-	-	-	-	-	-
Continued HS	3.7%	0.5%	-	-	-	-		-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-		-	-	-	-	-	-
Graduates and TxCHSE	90.4%	99.5%	-	-	-	-		-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-		-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	99.5%	-	-	-	-		-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-		-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-		-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-		-	-	-	-	-	-
Graduates and TxCHSE	92.6%	100.0%	-	-	-	-		-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
O'DELL EL (043903104) - CELINA ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	14.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	7.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
O'DELL EL (043903104) - CELINA ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	84.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	91.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	14.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	7.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	91.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	99.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	98.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
 2020-21 Graduation Profile (TAPR)
 O'DELL EL (043903104) - CELINA ISD - COLLIN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	207	360,220
By Ethnicity:				
African American	-	-	7	44,729
Hispanic	-	-	49	184,060
White	-	-	139	105,215
American Indian	-	-	0	1,226
Asian	-	-	2	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	10	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	2	952
Foundation H.S. Program (No Endorsement)	-	-	2	49,535
Foundation H.S. Program (Endorsement)	-	-	30	15,689
Foundation H.S. Program (DLA)	-	-	173	292,532
Special Education Graduates	-	-	13	29,018
Economically Disadvantaged Graduates	-	-	37	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	29,639
At-Risk Graduates	-	-	56	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
O'DELL EL (043903104) - CELINA ISD - COLLIN COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
O'DELL EL (043903104) - CELINA ISD - COLLIN COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
O'DELL EL (043903104) - CELINA ISD - COLLIN COUNTY

Student Information	Membership				Enrollment			
	Campus			State	Campus			State
	Count	Percent	District		Count	Percent	District	
Total Students	547	100.0%	2,956	5,359,040	547	100.0%	2,962	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.5%	0.4%
Pre-Kindergarten	0	0.0%	1.4%	3.7%	0	0.0%	1.4%	3.7%
Kindergarten	1	0.2%	6.4%	6.7%	1	0.2%	6.4%	6.7%
Grade 1	116	21.2%	7.2%	7.1%	116	21.2%	7.2%	7.1%
Grade 2	107	19.6%	7.2%	7.1%	107	19.6%	7.2%	7.1%
Grade 3	98	17.9%	7.1%	7.1%	98	17.9%	7.1%	7.1%
Grade 4	116	21.2%	7.9%	7.2%	116	21.2%	7.9%	7.2%
Grade 5	109	19.9%	7.8%	7.4%	109	19.9%	7.8%	7.4%
Grade 6	0	0.0%	7.7%	7.7%	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 8	0	0.0%	8.2%	7.9%	0	0.0%	8.1%	7.9%
Grade 9	0	0.0%	9.1%	8.1%	0	0.0%	9.0%	8.1%
Grade 10	0	0.0%	7.4%	7.8%	0	0.0%	7.4%	7.8%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	7.0%	6.8%	0	0.0%	7.0%	6.8%
Ethnic Distribution:								
African American	38	6.9%	4.0%	12.7%	38	6.9%	4.0%	12.7%
Hispanic	119	21.8%	25.0%	52.9%	119	21.8%	24.9%	52.9%
White	337	61.6%	63.6%	26.5%	337	61.6%	63.6%	26.5%
American Indian	4	0.7%	0.9%	0.3%	4	0.7%	0.9%	0.3%
Asian	16	2.9%	1.4%	4.7%	16	2.9%	1.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	33	6.0%	5.2%	2.7%	33	6.0%	5.2%	2.7%
Sex:								
Female	276	50.5%	48.8%	48.9%	276	50.5%	48.8%	48.9%
Male	271	49.5%	51.2%	51.1%	271	49.5%	51.2%	51.1%
Economically Disadvantaged	82	15.0%	19.5%	60.3%	82	15.0%	19.4%	60.2%
Non-Educationally Disadvantaged	465	85.0%	80.5%	39.7%	465	85.0%	80.6%	39.8%
Section 504 Students	66	12.1%	13.0%	7.2%	66	12.1%	12.9%	7.2%
EB Students/EL	31	5.7%	7.1%	20.7%	31	5.7%	7.1%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	0.3%	1.2%				
Students w/ Dyslexia	26	4.8%	4.8%	4.5%	26	4.8%	4.8%	4.5%
Foster Care	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
O'DELL EL (043903104) - CELINA ISD - COLLIN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Homeless	2	0.4%	0.7%	1.1%	2	0.4%	0.7%	1.1%
Immigrant	2	0.4%	0.5%	2.0%	2	0.4%	0.5%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	27.0%	64.5%	0	0.0%	27.1%	64.5%
Military Connected	20	3.7%	2.1%	2.7%	20	3.7%	2.1%	2.7%
At-Risk	69	12.6%	25.7%	49.2%	69	12.6%	25.7%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	30	5.5%	7.1%	21.0%	30	5.5%	7.1%	20.9%
Gifted and Talented Education	18	3.3%	5.4%	8.3%	18	3.3%	5.4%	8.3%
Special Education	75	13.7%	10.9%	11.1%	75	13.7%	11.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	75							
By Type of Primary Disability								
Students with Intellectual Disabilities	22	29.3%	44.9%	42.5%				
Students with Physical Disabilities	18	24.0%	20.1%	21.3%				
Students with Autism	9	12.0%	**	14.1%				
Students with Behavioral Disabilities	26	34.7%	25.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	39	7.5%	6.9%	13.8%				
By Ethnicity:								
African American	5	1.0%	0.4%	2.8%				
Hispanic	11	2.1%	1.8%	7.1%				
White	18	3.5%	4.1%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	4	0.8%	0.3%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.2%	0.3%	0.4%				
Count and Percent of Special Ed Students who are Mobile	4	4.9%	9.3%	16.5%				
Count and Percent of EB Students/EL who are Mobile	8	28.6%	9.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	7	7.7%	6.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	72	17.6%	11.7%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
O'DELL EL (043903104) - CELINA ISD - COLLIN COUNTY

Student Information	--Non-Special Education Rates--			--Special Education Rates--		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	4.3%	1.4%	-	12.5%	4.8%
Grade 1	1.1%	2.8%	1.9%	25.0%	16.7%	3.2%
Grade 2	0.0%	0.6%	1.0%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.0%	0.5%	0.0%	2.6%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.6%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.5%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	0.0%	4.7%	-	5.3%	7.8%

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

Class Size Information	Campus District State		
Elementary:			
Kindergarten	-	19.1	17.7
Grade 1	20.2	18.0	18.0
Grade 2	22.5	19.5	18.0
Grade 3	17.8	19.3	18.2
Grade 4	19.7	19.0	18.3
Grade 5	21.2	20.1	19.8
Grade 6	-	18.2	19.4
Secondary:			
English/Language Arts	-	17.8	15.7
Foreign Languages	-	24.1	17.8
Mathematics	-	18.7	16.9
Science	-	21.3	17.9
Social Studies	-	24.1	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
O'DELL EL (043903104) - CELINA ISD - COLLIN COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	50.0	100.0%	100.0%	100.0%
Professional Staff:	39.0	78.0%	63.1%	64.3%
Teachers	36.0	72.0%	49.6%	49.6%
Professional Support	1.0	2.0%	8.0%	10.6%
Campus Administration (School Leadership)	2.0	4.0%	3.1%	3.0%
Educational Aides:	11.0	22.0%	11.5%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	1.0	n/a	7.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	2.0	4.0%	20.9%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.5%	11.1%
Hispanic	0.0	0.0%	7.0%	28.4%
White	35.0	97.2%	89.5%	56.9%
American Indian	1.0	2.8%	1.0%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.2%
Teachers by Sex:				
Males	1.6	4.5%	20.5%	23.8%
Females	34.4	95.5%	79.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	30.5	84.7%	75.5%	73.0%
Masters	5.5	15.3%	23.9%	25.0%
Doctorate	0.0	0.0%	0.6%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.7	4.8%	4.0%	6.7%
1-5 Years Experience	3.0	8.3%	15.5%	27.8%
6-10 Years Experience	8.2	22.9%	27.8%	20.3%
11-20 Years Experience	16.9	46.8%	36.8%	29.1%
21-30 Years Experience	4.6	12.7%	13.2%	13.0%
Over 30 Years Experience	1.6	4.5%	2.7%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
O'DELL EL (043903104) - CELINA ISD - COLLIN COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Number of Students per Teacher	15.2	n/a	14.9	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	4.7	6.4
Average Years Experience of Principals with District	7.0	4.7	5.5
Average Years Experience of Assistant Principals	6.0	5.5	5.5
Average Years Experience of Assistant Principals with District	6.0	5.5	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	14.2	12.8	11.2
Average Years Experience of Teachers with District:	8.4	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$47,382	\$48,025	\$50,849
1-5 Years Experience	\$50,243	\$50,784	\$53,288
6-10 Years Experience	\$53,754	\$54,475	\$56,282
11-20 Years Experience	\$58,377	\$58,179	\$59,900
21-30 Years Experience	\$64,144	\$64,977	\$64,637
Over 30 Years Experience	\$69,190	\$71,169	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$57,327	\$56,843	\$57,641
Professional Support	\$77,614	\$66,777	\$68,030
Campus Administration (School Leadership)	\$85,846	\$86,760	\$83,424
Instructional Staff Percent:	n/a	61.0%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

Program Information	----- Campus -----			
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.8%	4.8%	6.2%
Career and Technical Education	0.0	0.0%	4.8%	5.1%
Compensatory Education	0.0	0.0%	1.5%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	34.0	94.4%	80.5%	71.0%
Special Education	1.0	2.8%	3.3%	9.4%
Other	0.0	0.0%	5.2%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
O'DELL EL (043903104) - CELINA ISD - COLLIN COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: CELINA ISD

Campus Name: MARCY B LYKINS EL

Campus Number: 043903101

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
MARCY B LYKINS EL (043903101) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Economically Disadv	EB/EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	91%	87%	*	76%	89%	-	-	-	*	50%	100%	86%	91%	79%	71%
	2019	76%	88%	89%	*	82%	91%	-	-	-	*	86%	*	91%	83%	78%	73%
At Meets Grade Level or Above	2021	39%	58%	50%	*	28%	55%	-	-	-	*	10%	43%	52%	41%	39%	29%
	2019	45%	60%	59%	*	57%	59%	-	-	-	*	29%	*	56%	71%	48%	67%
At Masters Grade Level	2021	19%	38%	30%	*	8%	35%	-	-	-	*	0%	29%	30%	27%	11%	12%
	2019	27%	40%	41%	*	29%	44%	-	-	-	*	7%	*	40%	42%	26%	40%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	85%	78%	*	56%	87%	-	-	-	*	50%	100%	80%	73%	57%	47%
	2019	79%	89%	92%	*	79%	97%	-	-	-	*	86%	*	92%	92%	81%	67%
At Meets Grade Level or Above	2021	31%	44%	36%	*	16%	43%	-	-	-	*	30%	14%	40%	23%	14%	18%
	2019	49%	57%	64%	*	39%	75%	-	-	-	*	36%	*	65%	63%	41%	27%
At Masters Grade Level	2021	14%	24%	18%	*	8%	20%	-	-	-	*	10%	14%	18%	18%	14%	18%
	2019	25%	28%	29%	*	14%	34%	-	-	-	*	14%	*	30%	25%	11%	7%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	76%	66%	*	50%	70%	*	*	-	*	48%	*	63%	72%	47%	48%
	2019	75%	88%	84%	*	70%	92%	*	*	-	*	43%	*	81%	89%	55%	65%
At Meets Grade Level or Above	2021	36%	47%	37%	*	33%	37%	*	*	-	*	29%	*	34%	42%	32%	30%
	2019	44%	56%	50%	*	24%	64%	*	*	-	*	21%	*	49%	51%	28%	30%
At Masters Grade Level	2021	17%	20%	16%	*	11%	17%	*	*	-	*	14%	*	14%	19%	15%	7%
	2019	22%	31%	22%	*	5%	33%	*	*	-	*	7%	*	24%	20%	17%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	72%	66%	*	44%	73%	*	*	-	*	38%	*	66%	65%	38%	41%
	2019	75%	82%	74%	*	62%	83%	*	*	-	*	29%	*	79%	66%	59%	57%
At Meets Grade Level or Above	2021	36%	45%	36%	*	25%	40%	*	*	-	*	24%	*	34%	40%	21%	26%
	2019	48%	56%	51%	*	41%	60%	*	*	-	*	14%	*	54%	45%	31%	35%
At Masters Grade Level	2021	21%	24%	16%	*	6%	21%	*	*	-	*	14%	*	16%	16%	9%	7%
	2019	28%	30%	27%	*	8%	40%	*	*	-	*	7%	*	29%	23%	3%	4%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MARCY B LYKINS EL (043903101) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	
At Approaches Grade Level or Above	2021	53%	64%	58%	*	39%	64%	*	*	-	*	33%	*	52%	67%	35%	33%	
	2019	67%	76%	69%	*	51%	79%	*	*	-	*	21%	*	66%	73%	55%	52%	
At Meets Grade Level or Above	2021	27%	32%	25%	*	11%	29%	*	*	-	*	19%	*	21%	33%	12%	7%	
	2019	35%	42%	35%	*	24%	45%	*	*	-	*	0%	*	31%	42%	24%	30%	
At Masters Grade Level	2021	8%	6%	6%	*	3%	4%	*	*	-	*	5%	*	3%	12%	3%	0%	
	2019	11%	11%	10%	*	3%	14%	*	*	-	*	0%	*	9%	11%	0%	0%	
Grade 5 Reading+																		
At Approaches Grade Level or Above	2021	73%	86%	84%	*	68%	90%	-	-	-	*	44%	*	85%	80%	58%	71%	
	2019	86%	96%	95%	*	85%	99%	*	*	-	100%	80%	100%	97%	88%	84%	70%	
At Meets Grade Level or Above	2021	46%	70%	64%	*	48%	69%	-	-	-	*	25%	*	64%	63%	42%	41%	
	2019	54%	78%	74%	*	63%	77%	*	*	-	100%	47%	80%	79%	62%	64%	40%	
At Masters Grade Level	2021	30%	46%	42%	*	23%	51%	-	-	-	*	6%	*	42%	43%	12%	18%	
	2019	29%	48%	45%	*	22%	52%	*	*	-	67%	20%	60%	44%	47%	20%	10%	
Grade 5 Mathematics+																		
At Approaches Grade Level or Above	2021	70%	83%	79%	*	61%	88%	-	-	-	*	63%	*	84%	69%	58%	47%	
	2019	90%	99%	98%	*	96%	99%	*	*	-	100%	87%	100%	100%	94%	96%	90%	
At Meets Grade Level or Above	2021	44%	49%	44%	*	16%	57%	-	-	-	*	25%	*	51%	29%	15%	12%	
	2019	58%	74%	65%	*	44%	71%	*	*	-	83%	40%	80%	68%	59%	40%	60%	
At Masters Grade Level	2021	25%	25%	20%	*	0%	29%	-	-	-	*	6%	*	23%	11%	4%	0%	
	2019	36%	55%	40%	*	30%	41%	*	*	-	50%	33%	40%	44%	32%	28%	50%	
Grade 5 Science																		
At Approaches Grade Level or Above	2021	62%	77%	70%	*	42%	80%	-	-	-	*	44%	*	74%	60%	38%	29%	
	2019	75%	91%	87%	*	69%	93%	*	*	-	100%	67%	100%	87%	88%	76%	80%	
At Meets Grade Level or Above	2021	31%	38%	28%	*	0%	39%	-	-	-	*	6%	*	29%	26%	4%	6%	
	2019	49%	66%	59%	*	31%	65%	*	*	-	83%	27%	60%	56%	65%	40%	40%	
At Masters Grade Level	2021	13%	17%	11%	*	0%	17%	-	-	-	*	0%	*	10%	14%	0%	0%	
	2019	24%	36%	29%	*	12%	32%	*	*	-	67%	13%	40%	30%	26%	16%	10%	
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	85%	73%	74%	53%	81%	100%	100%	-	81%	45%	74%	74%	71%	50%	47%	
	2019	78%	89%	86%	62%	73%	92%	78%	100%	-	97%	63%	96%	87%	83%	72%	66%	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MARCY B LYKINS EL (043903101) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	
At Meets Grade Level or Above	2021	41%	57%	40%	52%	22%	46%	33%	83%	-	42%	21%	31%	41%	37%	22%	21%
	2019	50%	65%	57%	38%	39%	65%	44%	83%	-	68%	27%	78%	58%	55%	39%	39%
At Masters Grade Level	2021	18%	26%	20%	22%	7%	25%	0%	67%	-	27%	8%	20%	20%	19%	8%	7%
	2019	24%	33%	30%	10%	14%	37%	11%	83%	-	47%	13%	48%	32%	27%	15%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	86%	79%	89%	63%	83%	*	*	-	100%	47%	79%	78%	79%	60%	61%
	2019	75%	89%	89%	63%	78%	94%	*	*	-	100%	70%	88%	90%	87%	72%	69%
At Meets Grade Level or Above	2021	45%	64%	50%	78%	37%	54%	*	*	-	56%	23%	43%	51%	49%	38%	33%
	2019	48%	66%	61%	50%	46%	67%	*	*	-	75%	33%	75%	62%	59%	46%	44%
At Masters Grade Level	2021	18%	30%	29%	33%	14%	35%	*	*	-	44%	9%	29%	29%	29%	13%	11%
	2019	21%	32%	36%	13%	17%	44%	*	*	-	50%	12%	50%	36%	34%	21%	21%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	84%	74%	56%	53%	83%	*	*	-	78%	49%	79%	77%	68%	50%	44%
	2019	82%	90%	88%	75%	77%	93%	*	*	-	92%	67%	100%	91%	81%	78%	67%
At Meets Grade Level or Above	2021	37%	50%	39%	33%	20%	47%	*	*	-	44%	26%	29%	42%	32%	17%	20%
	2019	52%	65%	60%	38%	41%	69%	*	*	-	67%	30%	88%	63%	54%	37%	38%
At Masters Grade Level	2021	18%	23%	18%	22%	4%	23%	*	*	-	22%	11%	14%	19%	15%	9%	8%
	2019	26%	34%	32%	13%	16%	38%	*	*	-	42%	19%	50%	35%	26%	14%	15%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	78%	58%	*	39%	64%	*	*	-	*	33%	*	52%	67%	35%	33%
	2019	68%	84%	69%	*	51%	79%	*	*	-	*	21%	*	66%	73%	55%	52%
At Meets Grade Level or Above	2021	30%	42%	25%	*	11%	29%	*	*	-	*	19%	*	21%	33%	12%	7%
	2019	38%	56%	35%	*	24%	45%	*	*	-	*	0%	*	31%	42%	24%	30%
At Masters Grade Level	2021	9%	11%	6%	*	3%	4%	*	*	-	*	5%	*	3%	12%	3%	0%
	2019	14%	25%	10%	*	3%	14%	*	*	-	*	0%	*	9%	11%	0%	0%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	88%	70%	*	42%	80%	-	-	-	*	44%	*	74%	60%	38%	29%
	2019	81%	93%	87%	*	69%	93%	*	*	-	100%	67%	100%	87%	88%	76%	80%
At Meets Grade Level or Above	2021	44%	59%	28%	*	0%	39%	-	-	-	*	6%	*	29%	26%	4%	6%
	2019	54%	69%	59%	*	31%	65%	*	*	-	83%	27%	60%	56%	65%	40%	40%
At Masters Grade Level	2021	20%	25%	11%	*	0%	17%	-	-	-	*	0%	*	10%	14%	0%	0%
	2019	25%	33%	29%	*	12%	32%	*	*	-	67%	13%	40%	30%	26%	16%	10%

- * Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- + Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
MARCY B LYKINS EL (043903101) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

School	Year	State	District	Campus	Ethnicity					Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
					African American	Hispanic	White	Indian	Asian								
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	55	*	42	63	*	*	-	*	54	*	55	55	42	48
	2018	63	64	62	*	56	62	*	*	-	80	78	*	61	62	60	50
Grade 4 Mathematics	2019	65	58	51	*	43	58	*	*	-	*	43	*	54	46	39	41
	2018	65	62	56	*	48	58	*	*	-	50	63	*	60	50	44	81
Grade 5 ELA/Reading	2019	81	85	83	*	77	87	*	*	-	83	75	100	87	71	73	70
	2018	80	76	74	*	71	76	-	-	-	*	79	*	76	72	85	83
Grade 5 Mathematics	2019	83	89	87	*	85	86	*	*	-	92	86	70	89	81	92	85
	2018	81	86	80	*	77	82	-	-	-	*	93	*	78	85	76	86
All Grades Both Subjects	2019	69	73	69	45	59	74	67	*	-	61	64	82	73	61	60	55
	2018	69	70	68	*	65	69	*	*	-	67	75	63	69	66	66	79
All Grades ELA/Reading	2019	68	74	69	30	58	76	*	*	-	56	64	86	73	62	57	55
	2018	69	68	68	*	65	68	*	*	-	78	78	50	68	66	72	73
All Grades Mathematics	2019	70	71	69	60	60	73	*	*	-	67	64	79	73	61	63	55
	2018	70	73	68	*	65	69	*	*	-	56	72	75	69	66	59	85

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
MARCY B LYKINS EL (043903101) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

School	Year	State	District	Campus	Total	BE-Trans	BE-Trans			ALP	ESL		ALP	EB/EL		Total	Monitored	
					Bilingual Education	Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	Bilingual (Exception)	Total ESL	Content-Based	ESL Pull-Out	ESL (Waiver)	Parental Denial	Never EB/EL	EB/EL (Current)	& Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	85%	73%	42%	-	-	-	42%	-	62%	-	62%	-	-	79%	44%	100%
	2019	78%	89%	86%	62%	-	-	-	62%	-	65%	-	65%	-	-	-	63%	
At Meets Grade Level or Above	2021	41%	57%	40%	15%	-	-	-	15%	-	31%	-	31%	-	-	44%	16%	100%
	2019	50%	65%	57%	39%	-	-	-	39%	-	26%	-	26%	-	-	-	35%	
At Masters Grade Level	2021	18%	26%	20%	5%	-	-	-	5%	-	8%	-	8%	-	-	23%	5%	40%
	2019	24%	33%	30%	12%	-	-	-	12%	-	12%	-	12%	-	-	-	12%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	86%	79%	56%	-	-	-	56%	-	80%	-	80%	-	-	83%	58%	*
	2019	75%	89%	89%	70%	-	-	-	70%	-	58%	-	58%	-	-	-	67%	
At Meets Grade Level or Above	2021	45%	64%	50%	27%	-	-	-	27%	-	40%	-	40%	-	-	54%	28%	*
	2019	48%	66%	61%	48%	-	-	-	48%	-	25%	-	25%	-	-	-	41%	
At Masters Grade Level	2021	18%	30%	29%	10%	-	-	-	10%	-	0%	-	0%	-	-	33%	9%	*
	2019	21%	32%	36%	26%	-	-	-	26%	-	8%	-	8%	-	-	-	21%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	84%	74%	37%	-	-	-	37%	-	80%	-	80%	-	-	81%	40%	*
	2019	82%	90%	88%	59%	-	-	-	59%	-	75%	-	75%	-	-	-	64%	
At Meets Grade Level or Above	2021	37%	50%	39%	12%	-	-	-	12%	-	40%	-	40%	-	-	43%	14%	*
	2019	52%	65%	60%	33%	-	-	-	33%	-	33%	-	33%	-	-	-	33%	
At Masters Grade Level	2021	18%	23%	18%	4%	-	-	-	4%	-	20%	-	20%	-	-	20%	5%	*
	2019	26%	34%	32%	4%	-	-	-	4%	-	25%	-	25%	-	-	-	10%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	78%	58%	32%	-	-	-	32%	-	*	-	*	-	-	65%	31%	*
	2019	68%	84%	69%	53%	-	-	-	53%	-	50%	-	50%	-	-	-	52%	
At Meets Grade Level or Above	2021	30%	42%	25%	4%	-	-	-	4%	-	*	-	*	-	-	30%	4%	*
	2019	38%	56%	35%	33%	-	-	-	33%	-	17%	-	17%	-	-	-	29%	
At Masters Grade Level	2021	9%	11%	6%	0%	-	-	-	0%	-	*	-	*	-	-	8%	0%	*
	2019	14%	25%	10%	0%	-	-	-	0%	-	0%	-	0%	-	-	-	0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	88%	70%	29%	-	-	-	29%	-	*	-	*	-	-	77%	25%	*
	2019	81%	93%	87%	-	-	-	-	-	-	*	-	*	-	-	-	*	
At Meets Grade Level or Above	2021	44%	59%	28%	0%	-	-	-	0%	-	*	-	*	-	-	32%	0%	*
	2019	54%	69%	59%	-	-	-	-	-	-	*	-	*	-	-	-	*	
At Masters Grade Level	2021	20%	25%	11%	0%	-	-	-	0%	-	*	-	*	-	-	13%	0%	*
	2019	25%	33%	29%	-	-	-	-	-	-	*	-	*	-	-	-	*	

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
MARCY B LYKINS EL (043903101) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	96%	98%	100%	99%	98%	100%	100%	-	87%	98%	100%	98%	97%	100%	100%
Included in Accountability	83%	91%	93%	100%	92%	96%	100%	100%	-	68%	96%	100%	97%	86%	95%	94%
Not Included in Accountability: Mobile	3%	5%	4%	0%	7%	2%	0%	0%	-	18%	2%	0%	1%	11%	5%	6%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	12%	4%	2%	0%	1%	2%	0%	0%	-	13%	2%	0%	2%	3%	0%	0%
Absent	2%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	3%	2%	0%	1%	2%	0%	0%	-	13%	2%	0%	1%	3%	0%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	98%	100%	98%	99%	100%	100%	-	100%	97%	100%	99%	97%	99%	98%
Not Included in Accountability: Mobile	4%	3%	1%	0%	2%	1%	0%	0%	-	0%	3%	0%	1%	2%	1%	2%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MARCY B LYKINS EL (043903101) - CELINA ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	99.1%	99.2%	99.0%	99.2%	99.3%	*	*	-	99.6%	99.0%	99.0%	99.5%
2018-19	95.4%	95.9%	96.3%	95.4%	96.4%	96.3%	96.1%	*	-	98.0%	96.1%	95.9%	96.9%
Chronic Absenteeism													
2019-20	6.7%	3.3%	1.4%	0.0%	3.1%	0.5%	0.0%	*	-	0.0%	3.3%	4.1%	2.1%
2018-19	11.4%	6.7%	3.5%	8.3%	5.5%	2.2%	0.0%	33.3%	-	0.0%	5.3%	8.1%	4.4%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MARCY B LYKINS EL (043903101) - CELINA ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	14.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	7.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MARCY B LYKINS EL (043903101) - CELINA ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	84.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	91.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	14.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	7.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	91.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	99.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	98.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
 2020-21 Graduation Profile (TAPR)
 MARCY B LYKINS EL (043903101) - CELINA ISD - COLLIN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	207	360,220
By Ethnicity:				
African American	-	-	7	44,729
Hispanic	-	-	49	184,060
White	-	-	139	105,215
American Indian	-	-	0	1,226
Asian	-	-	2	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	10	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	2	952
Foundation H.S. Program (No Endorsement)	-	-	2	49,535
Foundation H.S. Program (Endorsement)	-	-	30	15,689
Foundation H.S. Program (DLA)	-	-	173	292,532
Special Education Graduates	-	-	13	29,018
Economically Disadvantaged Graduates	-	-	37	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	29,639
At-Risk Graduates	-	-	56	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
MARCY B LYKINS EL (043903101) - CELINA ISD - COLLIN COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
MARCY B LYKINS EL (043903101) - CELINA ISD - COLLIN COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
MARCY B LYKINS EL (043903101) - CELINA ISD - COLLIN COUNTY

Student Information	Membership				Enrollment			
	Campus			State	Campus			State
	Count	Percent	District		Count	Percent	District	
Total Students	558	100.0%	2,956	5,359,040	558	100.0%	2,962	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.5%	0.4%
Pre-Kindergarten	0	0.0%	1.4%	3.7%	0	0.0%	1.4%	3.7%
Kindergarten	0	0.0%	6.4%	6.7%	0	0.0%	6.4%	6.7%
Grade 1	98	17.6%	7.2%	7.1%	98	17.6%	7.2%	7.1%
Grade 2	105	18.8%	7.2%	7.1%	105	18.8%	7.2%	7.1%
Grade 3	113	20.3%	7.1%	7.1%	113	20.3%	7.1%	7.1%
Grade 4	119	21.3%	7.9%	7.2%	119	21.3%	7.9%	7.2%
Grade 5	123	22.0%	7.8%	7.4%	123	22.0%	7.8%	7.4%
Grade 6	0	0.0%	7.7%	7.7%	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 8	0	0.0%	8.2%	7.9%	0	0.0%	8.1%	7.9%
Grade 9	0	0.0%	9.1%	8.1%	0	0.0%	9.0%	8.1%
Grade 10	0	0.0%	7.4%	7.8%	0	0.0%	7.4%	7.8%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	7.0%	6.8%	0	0.0%	7.0%	6.8%
Ethnic Distribution:								
African American	15	2.7%	4.0%	12.7%	15	2.7%	4.0%	12.7%
Hispanic	153	27.4%	25.0%	52.9%	153	27.4%	24.9%	52.9%
White	360	64.5%	63.6%	26.5%	360	64.5%	63.6%	26.5%
American Indian	4	0.7%	0.9%	0.3%	4	0.7%	0.9%	0.3%
Asian	3	0.5%	1.4%	4.7%	3	0.5%	1.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	23	4.1%	5.2%	2.7%	23	4.1%	5.2%	2.7%
Sex:								
Female	279	50.0%	48.8%	48.9%	279	50.0%	48.8%	48.9%
Male	279	50.0%	51.2%	51.1%	279	50.0%	51.2%	51.1%
Economically Disadvantaged	138	24.7%	19.5%	60.3%	138	24.7%	19.4%	60.2%
Non-Educationally Disadvantaged	420	75.3%	80.5%	39.7%	420	75.3%	80.6%	39.8%
Section 504 Students	49	8.8%	13.0%	7.2%	49	8.8%	12.9%	7.2%
EB Students/EL	87	15.6%	7.1%	20.7%	87	15.6%	7.1%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	0.3%	1.2%				
Students w/ Dyslexia	23	4.1%	4.8%	4.5%	23	4.1%	4.8%	4.5%
Foster Care	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
MARCY B LYKINS EL (043903101) - CELINA ISD - COLLIN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Count	Percent	Count			Percent			
Homeless	2	0.4%	0.7%	1.1%	2	0.4%	0.7%	1.1%
Immigrant	4	0.7%	0.5%	2.0%	4	0.7%	0.5%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	558	100.0%	27.0%	64.5%	558	100.0%	27.1%	64.5%
Military Connected	5	0.9%	2.1%	2.7%	5	0.9%	2.1%	2.7%
At-Risk	141	25.3%	25.7%	49.2%	141	25.3%	25.7%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	87	15.6%	7.1%	21.0%	87	15.6%	7.1%	20.9%
Gifted and Talented Education	24	4.3%	5.4%	8.3%	24	4.3%	5.4%	8.3%
Special Education	65	11.6%	10.9%	11.1%	65	11.6%	11.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	65							
By Type of Primary Disability								
Students with Intellectual Disabilities	23	35.4%	44.9%	42.5%				
Students with Physical Disabilities	20	30.8%	20.1%	21.3%				
Students with Autism	6	9.2%	**	14.1%				
Students with Behavioral Disabilities	16	24.6%	25.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	35	6.1%	6.9%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.4%	2.8%				
Hispanic	15	2.6%	1.8%	7.1%				
White	17	3.0%	4.1%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.2%	0.3%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.3%	0.3%	0.4%				
Count and Percent of Special Ed Students who are Mobile	9	9.7%	9.3%	16.5%				
Count and Percent of EB Students/EL who are Mobile	3	3.2%	9.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	15	9.6%	6.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	59	13.5%	11.7%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
MARCY B LYKINS EL (043903101) - CELINA ISD - COLLIN COUNTY

Student Information	--Non-Special Education Rates--			--Special Education Rates--		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	4.3%	1.4%	-	12.5%	4.8%
Grade 1	4.8%	2.8%	1.9%	8.3%	16.7%	3.2%
Grade 2	1.1%	0.6%	1.0%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.0%	0.5%	5.3%	2.6%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 5	1.0%	0.6%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.5%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	0.0%	4.7%	-	5.3%	7.8%

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

Class Size Information	Campus District State	
	Elementary:	
Kindergarten	-	19.1 17.7
Grade 1	16.0	18.0 18.0
Grade 2	17.1	19.5 18.0
Grade 3	20.7	19.3 18.2
Grade 4	18.4	19.0 18.3
Grade 5	19.1	20.1 19.8
Grade 6	-	18.2 19.4
Secondary:		
English/Language Arts	-	17.8 15.7
Foreign Languages	-	24.1 17.8
Mathematics	-	18.7 16.9
Science	-	21.3 17.9
Social Studies	-	24.1 18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
MARCY B LYKINS EL (043903101) - CELINA ISD - COLLIN COUNTY

Staff Information	Campus			
	Count/Average	Percent	District	State
Total Staff	57.2	100.0%	100.0%	100.0%
Professional Staff:	43.2	75.5%	63.1%	64.3%
Teachers	39.2	68.5%	49.6%	49.6%
Professional Support	2.0	3.5%	8.0%	10.6%
Campus Administration (School Leadership)	2.0	3.5%	3.1%	3.0%
Educational Aides:	14.0	24.5%	11.5%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	1.0	n/a	7.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	9.0	15.7%	20.9%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.5%	11.1%
Hispanic	6.0	15.3%	7.0%	28.4%
White	33.2	84.7%	89.5%	56.9%
American Indian	0.0	0.0%	1.0%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.2%
Teachers by Sex:				
Males	3.0	7.7%	20.5%	23.8%
Females	36.2	92.3%	79.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	33.7	85.9%	75.5%	73.0%
Masters	5.5	14.1%	23.9%	25.0%
Doctorate	0.0	0.0%	0.6%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.6%	4.0%	6.7%
1-5 Years Experience	6.0	15.3%	15.5%	27.8%
6-10 Years Experience	10.8	27.5%	27.8%	20.3%
11-20 Years Experience	15.0	38.3%	36.8%	29.1%
21-30 Years Experience	6.4	16.4%	13.2%	13.0%
Over 30 Years Experience	0.0	0.0%	2.7%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
MARCY B LYKINS EL (043903101) - CELINA ISD - COLLIN COUNTY

Staff Information	Campus			
	Count/Average	Percent	District	State
Number of Students per Teacher	14.2	n/a	14.9	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	4.7	6.4
Average Years Experience of Principals with District	10.0	4.7	5.5
Average Years Experience of Assistant Principals	6.0	5.5	5.5
Average Years Experience of Assistant Principals with District	6.0	5.5	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers	11.7	12.8	11.2
Average Years Experience of Teachers with District	6.6	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$47,390	\$48,025	\$50,849
1-5 Years Experience	\$49,594	\$50,784	\$53,288
6-10 Years Experience	\$53,352	\$54,475	\$56,282
11-20 Years Experience	\$57,111	\$58,179	\$59,900
21-30 Years Experience	\$64,480	\$64,977	\$64,637
Over 30 Years Experience	-	\$71,169	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$55,887	\$56,843	\$57,641
Professional Support	\$64,651	\$66,777	\$68,030
Campus Administration (School Leadership)	\$86,856	\$86,760	\$83,424
Instructional Staff Percent:	n/a	61.0%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

Program Information	Campus			
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	5.0	12.8%	4.8%	6.2%
Career and Technical Education	0.0	0.0%	4.8%	5.1%
Compensatory Education	0.0	0.0%	1.5%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	33.2	84.7%	80.5%	71.0%
Special Education	1.0	2.6%	3.3%	9.4%
Other	0.0	0.0%	5.2%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
MARCY B LYKINS EL (043903101) - CELINA ISD - COLLIN COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: CELINA ISD

Campus Name: CELINA J H

Campus Number: 043903041

2021 Accountability Rating: Not Rated: Declared State of Disaster

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CELINA J H (043903041) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races (Current)	Special Ed (Former)	Special Ed	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
Approaches Grade Level or Above	2021	62%	77%	77%	90%	51%	83%	*	*	-	88%	31%	100%	80%	72%	56%	44%
	2019	68%	85%	85%	*	65%	92%	*	*	-	100%	35%	92%	87%	82%	69%	54%
Meets Grade Level or Above	2021	32%	44%	44%	40%	20%	52%	*	*	-	38%	6%	40%	46%	42%	25%	12%
	2019	37%	58%	58%	*	31%	66%	*	*	-	88%	20%	62%	57%	59%	31%	8%
Masters Grade Level	2021	15%	21%	21%	10%	0%	29%	*	*	-	13%	3%	20%	20%	23%	8%	0%
	2019	18%	26%	26%	*	14%	29%	*	*	-	38%	10%	31%	28%	23%	14%	4%
Grade 6 Mathematics																	
Approaches Grade Level or Above	2021	68%	80%	80%	80%	65%	84%	*	*	-	88%	50%	100%	84%	74%	64%	60%
	2019	81%	92%	92%	*	88%	93%	*	*	-	100%	70%	100%	94%	88%	86%	84%
Meets Grade Level or Above	2021	36%	43%	43%	40%	27%	49%	*	*	-	38%	3%	100%	50%	33%	31%	24%
	2019	47%	61%	61%	*	32%	70%	*	*	-	88%	25%	62%	63%	58%	37%	24%
Masters Grade Level	2021	15%	17%	17%	20%	2%	21%	*	*	-	13%	0%	20%	19%	13%	8%	0%
	2019	21%	27%	27%	*	14%	31%	*	*	-	38%	15%	23%	28%	26%	14%	8%
Grade 7 Reading																	
Approaches Grade Level or Above	2021	69%	95%	95%	100%	92%	96%	*	*	-	100%	75%	100%	96%	94%	90%	91%
	2019	76%	91%	91%	*	83%	95%	*	*	*	100%	47%	100%	91%	90%	79%	76%
Meets Grade Level or Above	2021	45%	73%	73%	50%	57%	78%	*	*	-	100%	38%	67%	73%	72%	65%	55%
	2019	49%	72%	72%	*	58%	77%	*	*	*	90%	26%	80%	73%	70%	51%	53%
Masters Grade Level	2021	25%	45%	45%	38%	31%	46%	*	*	-	100%	17%	33%	48%	38%	48%	36%
	2019	29%	49%	49%	*	39%	54%	*	*	*	40%	16%	60%	50%	47%	34%	12%
Grade 7 Mathematics																	
Approaches Grade Level or Above	2021	55%	88%	88%	75%	82%	90%	*	*	-	100%	67%	83%	89%	85%	86%	73%
	2019	75%	95%	95%	*	88%	98%	*	*	*	100%	79%	100%	97%	93%	89%	88%
Meets Grade Level or Above	2021	27%	50%	50%	50%	40%	52%	*	*	-	75%	25%	0%	50%	49%	41%	27%
	2019	43%	76%	76%	*	59%	83%	*	*	*	80%	32%	80%	77%	74%	57%	47%
Masters Grade Level	2021	12%	15%	15%	0%	16%	13%	*	*	-	50%	13%	0%	17%	12%	17%	9%
	2019	17%	42%	42%	*	27%	49%	*	*	*	40%	26%	80%	40%	44%	30%	18%
Grade 7 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CELINA J H (043903041) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	63%	91%	91%	67%	88%	93%	*	*	-	100%	67%	100%	93%	88%	90%	73%
	2019	70%	91%	91%	*	80%	95%	*	*	*	100%	50%	100%	89%	93%	83%	71%
At Meets Grade Level or Above	2021	33%	53%	53%	33%	36%	57%	*	*	-	88%	17%	50%	57%	44%	43%	0%
	2019	42%	68%	68%	*	57%	73%	*	*	*	82%	28%	50%	69%	67%	51%	53%
At Masters Grade Level	2021	10%	16%	16%	11%	6%	17%	*	*	-	38%	13%	0%	18%	13%	17%	0%
	2019	18%	37%	37%	*	25%	41%	*	*	*	55%	17%	33%	35%	40%	21%	12%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	93%	93%	*	86%	96%	*	*	-	77%	80%	100%	94%	91%	84%	89%
	2019	86%	96%	96%	100%	91%	98%	*	*	-	100%	63%	*	96%	96%	92%	82%
At Meets Grade Level or Above	2021	46%	63%	63%	*	44%	71%	*	*	-	31%	24%	50%	64%	61%	42%	28%
	2019	55%	71%	71%	40%	58%	77%	*	*	-	50%	11%	*	71%	71%	52%	27%
At Masters Grade Level	2021	21%	32%	32%	*	20%	36%	*	*	-	23%	8%	33%	37%	25%	11%	11%
	2019	28%	45%	45%	20%	23%	55%	*	*	-	33%	5%	*	45%	45%	23%	0%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	93%	93%	*	89%	94%	*	-	-	100%	88%	*	94%	93%	91%	88%
	2019	88%	98%	98%	100%	98%	98%	*	*	-	100%	83%	*	98%	98%	100%	90%
At Meets Grade Level or Above	2021	36%	57%	57%	*	45%	65%	*	-	-	43%	29%	*	58%	55%	50%	25%
	2019	57%	76%	76%	60%	77%	78%	*	*	-	83%	28%	*	76%	78%	73%	60%
At Masters Grade Level	2021	11%	16%	16%	*	11%	18%	*	-	-	14%	13%	*	13%	20%	19%	0%
	2019	17%	14%	14%	0%	11%	17%	*	*	-	0%	0%	*	13%	18%	10%	20%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	90%	90%	*	78%	94%	*	*	-	92%	68%	100%	94%	85%	85%	72%
	2019	81%	94%	94%	*	90%	96%	*	*	-	83%	63%	*	95%	93%	87%	73%
At Meets Grade Level or Above	2021	43%	71%	71%	*	47%	81%	*	*	-	58%	40%	100%	80%	59%	56%	28%
	2019	51%	71%	71%	*	56%	78%	*	*	-	67%	21%	*	69%	74%	40%	18%
At Masters Grade Level	2021	24%	36%	36%	*	14%	43%	*	*	-	33%	24%	67%	41%	29%	18%	0%
	2019	25%	36%	36%	*	21%	43%	*	*	-	33%	5%	*	38%	33%	17%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	78%	78%	*	54%	87%	*	*	-	67%	52%	100%	80%	76%	58%	39%
	2019	69%	80%	80%	80%	77%	82%	*	*	-	67%	16%	*	79%	83%	66%	45%

Texas Education Agency
2020-21 Staff Information (TAPR)
CELINA ISD (043903) - COLLIN COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
21-30 Years Experience	26.1	13.2%	47,975.4	13.0%
Over 30 Years Experience	5.3	2.7%	11,278.0	3.1%
Number of Students per Teacher	14.9	n/a	14.5	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	4.7	6.4
Average Years Experience of Principals with District	4.7	5.5
Average Years Experience of Assistant Principals	5.5	5.5
Average Years Experience of Assistant Principals with District	5.5	4.8
Average Years Experience of Teachers:		
Average Years Experience of Teachers:	12.8	11.2
Average Years Experience of Teachers with District:	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$48,025	\$50,849
1-5 Years Experience	\$50,784	\$53,288
6-10 Years Experience	\$54,475	\$56,282
11-20 Years Experience	\$58,179	\$59,900
21-30 Years Experience	\$64,977	\$64,637
Over 30 Years Experience	\$71,169	\$69,974
Average Actual Salaries (regular duties only):		
Teachers	\$56,843	\$57,641
Professional Support	\$66,777	\$68,030
Campus Administration (School Leadership)	\$86,760	\$83,424
Central Administration	\$115,252	\$109,662
Instructional Staff Percent:	61.0%	64.6%
Turnover Rate for Teachers:	10.1%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:	0.0	5,731.4

Texas Education Agency
2020-21 Staff Information (TAPR)
CELINA ISD (043903) - COLLIN COUNTY

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	9.5	4.8%	22,870.6	6.2%
Career and Technical Education	9.4	4.8%	18,987.7	5.1%
Compensatory Education	2.9	1.5%	10,226.9	2.8%
Gifted and Talented Education	0.0	0.0%	6,558.4	1.8%
Regular Education	159.4	80.5%	262,447.1	71.0%
Special Education	6.6	3.3%	34,862.5	9.4%
Other	10.2	5.2%	13,442.2	3.6%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
CELINA J H (043903041) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	28%	44%	44%	*	24%	51%	*	*	-	42%	16%	67%	46%	41%	24%	6%
	2019	37%	47%	47%	40%	35%	54%	*	*	-	17%	11%	*	45%	51%	28%	36%
At Masters Grade Level	2021	14%	21%	21%	*	10%	24%	*	*	-	17%	12%	33%	25%	15%	8%	0%
	2019	21%	29%	29%	20%	17%	35%	*	*	-	0%	11%	*	29%	29%	17%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	89%	99%	*	100%	99%	*	*	-	100%	*	*	100%	97%	100%	*
	2019	85%	81%	100%	-	100%	100%	-	*	-	-	*	*	100%	100%	100%	*
At Meets Grade Level or Above	2021	41%	56%	88%	*	93%	88%	*	*	-	71%	*	*	85%	95%	82%	*
	2019	61%	58%	95%	-	100%	95%	-	*	-	-	*	*	95%	96%	100%	*
At Masters Grade Level	2021	23%	36%	68%	*	64%	69%	*	*	-	57%	*	*	64%	76%	64%	*
	2019	37%	37%	86%	-	89%	86%	-	*	-	-	*	*	88%	83%	100%	*
III Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	85%	88%	85%	77%	91%	100%	96%	-	89%	63%	98%	90%	84%	78%	67%
	2019	78%	89%	91%	78%	85%	94%	95%	100%	*	96%	56%	98%	92%	91%	84%	74%
At Meets Grade Level or Above	2021	41%	57%	57%	44%	39%	64%	85%	82%	-	56%	21%	63%	61%	52%	43%	23%
	2019	50%	65%	68%	44%	52%	74%	68%	75%	*	75%	22%	66%	68%	68%	48%	35%
At Masters Grade Level	2021	18%	26%	28%	18%	14%	31%	31%	68%	-	34%	11%	27%	30%	24%	18%	6%
	2019	24%	33%	37%	6%	23%	43%	42%	63%	*	34%	12%	34%	37%	37%	22%	9%
III Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	86%	88%	95%	77%	92%	100%	90%	-	86%	59%	100%	90%	85%	76%	69%
	2019	75%	89%	91%	70%	80%	95%	100%	100%	*	100%	48%	95%	92%	89%	80%	67%
At Meets Grade Level or Above	2021	45%	64%	60%	50%	41%	67%	100%	80%	-	52%	21%	53%	62%	57%	43%	26%
	2019	48%	66%	67%	30%	50%	74%	100%	80%	*	79%	19%	64%	67%	67%	45%	27%
At Masters Grade Level	2021	18%	30%	33%	23%	17%	37%	20%	70%	-	41%	9%	29%	36%	28%	21%	11%
	2019	21%	32%	41%	10%	26%	46%	67%	80%	*	38%	10%	41%	42%	39%	24%	6%
III Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	84%	88%	82%	80%	91%	100%	100%	-	97%	67%	94%	91%	85%	81%	72%
	2019	82%	90%	95%	90%	91%	97%	100%	100%	*	100%	78%	100%	97%	93%	92%	87%
At Meets Grade Level or Above	2021	37%	50%	56%	45%	42%	61%	60%	80%	-	57%	19%	65%	59%	52%	44%	28%
	2019	52%	65%	73%	60%	58%	79%	67%	80%	*	83%	28%	73%	74%	72%	58%	40%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CELINA J H (043903041) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	African American			American Indian		Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	
				Campus	Hispanic	White	Indian	Asian									
At Masters Grade Level	2021	18%	23%	26%	14%	15%	29%	20%	60%	-	33%	9%	18%	27%	24%	19%	6%
	2019	26%	34%	36%	0%	22%	42%	33%	60%	*	29%	14%	32%	35%	37%	23%	15%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	78%	91%	67%	88%	93%	*	*	-	100%	67%	100%	93%	88%	90%	73%
	2019	68%	84%	91%	*	80%	95%	*	*	*	100%	50%	100%	89%	93%	83%	71%
At Meets Grade Level or Above	2021	30%	42%	53%	33%	36%	57%	*	*	-	88%	17%	50%	57%	44%	43%	0%
	2019	38%	56%	68%	*	57%	73%	*	*	*	82%	28%	50%	69%	67%	51%	53%
At Masters Grade Level	2021	9%	11%	16%	11%	6%	17%	*	*	-	38%	13%	0%	18%	13%	17%	0%
	2019	14%	25%	37%	*	25%	41%	*	*	*	55%	17%	33%	35%	40%	21%	12%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	88%	90%	*	78%	94%	*	*	-	92%	68%	100%	94%	85%	85%	72%
	2019	81%	93%	94%	*	90%	96%	*	*	-	83%	63%	*	95%	93%	87%	73%
At Meets Grade Level or Above	2021	44%	59%	71%	*	47%	81%	*	*	-	58%	40%	100%	80%	59%	56%	28%
	2019	54%	69%	71%	*	56%	78%	*	*	-	67%	21%	*	69%	74%	40%	18%
At Masters Grade Level	2021	20%	25%	36%	*	14%	43%	*	*	-	33%	24%	67%	41%	29%	18%	0%
	2019	25%	33%	36%	*	21%	43%	*	*	-	33%	5%	*	38%	33%	17%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	87%	78%	*	54%	87%	*	*	-	67%	52%	100%	80%	76%	58%	39%
	2019	81%	90%	80%	80%	77%	82%	*	*	-	67%	16%	*	79%	83%	66%	45%
At Meets Grade Level or Above	2021	49%	65%	44%	*	24%	51%	*	*	-	42%	16%	67%	46%	41%	24%	6%
	2019	55%	67%	47%	40%	35%	54%	*	*	-	17%	11%	*	45%	51%	28%	36%
At Masters Grade Level	2021	29%	38%	21%	*	10%	24%	*	*	-	17%	12%	33%	25%	15%	8%	0%
	2019	33%	42%	29%	20%	17%	35%	*	*	-	0%	11%	*	29%	29%	17%	0%

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- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
CELINA J H (043903041) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

School	Year	State	District	Campus	African American					Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
					American	Hispanic	White	Indian	Asian								
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	46	46	*	38	48	*	*	-	57	19	65	44	48	38	19
	2018	47	49	49	*	42	54	*	*	*	33	34	33	49	50	34	34
Grade 6 Mathematics	2019	54	49	49	*	43	50	*	*	-	71	44	31	49	49	41	41
	2018	56	59	59	*	54	61	*	*	*	50	75	50	55	67	49	52
Grade 7 ELA/Reading	2019	77	87	87	*	90	86	*	*	*	100	77	100	86	89	88	100
	2018	76	80	80	*	73	84	*	-	-	80	65	100	81	78	68	59
Grade 7 Mathematics	2019	62	83	83	*	73	87	*	*	*	83	67	90	82	84	72	76
	2018	67	73	73	*	68	76	*	-	-	90	50	80	71	77	69	64
Grade 8 ELA/Reading	2019	77	83	83	70	79	84	*	*	-	80	76	*	81	86	81	91
	2018	79	72	72	93	74	72	75	*	-	59	84	*	74	70	80	50
Grade 8 Mathematics	2019	82	92	92	80	92	93	*	-	-	100	94	*	92	91	94	100
	2018	81	85	85	83	74	90	*	*	-	100	63	*	84	88	79	70
End of Course Algebra I	2019	75	61	88	-	89	87	-	*	-	-	*	*	90	82	100	*
	2018	72	76	98	*	*	98	*	*	-	100	-	*	99	95	*	-
All Grades Both Subjects	2019	69	73	74	58	71	75	79	100	*	82	62	64	74	75	71	65
	2018	69	70	70	71	64	73	80	88	*	67	62	70	70	72	63	53
All Grades ELA/Reading	2019	68	74	73	55	71	74	83	*	*	81	57	75	72	75	72	63
	2018	69	68	67	73	62	69	75	*	*	54	61	70	68	66	61	46
All Grades Mathematics	2019	70	71	75	60	70	76	75	*	*	83	67	52	75	74	71	66
	2018	70	73	74	69	65	76	85	*	*	80	63	70	72	78	66	60

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CELINA J H (043903041) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

School	Year	State	District	Campus	STAAR Performance Rate by Subject and Performance Level										Total EB/EL (Current)	Monitored & Former EB/EL			
					Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total Content-Based	ESL	ESL Pull-Out	ALP ESL (Waiver)			EB/EL with Parental Denial	Never EB/EL	
All Grades All Subjects																			
At Approaches Grade Level or Above	2021	67%	85%	88%	-	-	-	-	-	-	-	64%	-	64%	-	44%	89%	62%	84%
	2019	78%	89%	91%	-	-	-	-	-	-	-	57%	-	57%	-	-	-	57%	-
At Meets Grade Level or Above	2021	41%	57%	57%	-	-	-	-	-	-	-	17%	-	17%	-	22%	60%	18%	47%
	2019	50%	65%	68%	-	-	-	-	-	-	-	12%	-	12%	-	-	-	12%	-
At Masters Grade Level	2021	18%	26%	28%	-	-	-	-	-	-	-	3%	-	3%	-	22%	29%	5%	17%
	2019	24%	33%	37%	-	-	-	-	-	-	-	2%	-	2%	-	-	-	2%	-
All Grades ELA/Reading																			
At Approaches Grade Level or Above	2021	68%	86%	88%	-	-	-	-	-	-	-	64%	-	64%	-	*	90%	61%	87%
	2019	75%	89%	91%	-	-	-	-	-	-	-	50%	-	50%	-	-	-	50%	-
At Meets Grade Level or Above	2021	45%	64%	60%	-	-	-	-	-	-	-	12%	-	12%	-	*	63%	14%	53%
	2019	48%	66%	67%	-	-	-	-	-	-	-	5%	-	5%	-	-	-	5%	-
At Masters Grade Level	2021	18%	30%	33%	-	-	-	-	-	-	-	3%	-	3%	-	*	35%	6%	27%
	2019	21%	32%	41%	-	-	-	-	-	-	-	0%	-	0%	-	-	-	0%	-
All Grades Mathematics																			
At Approaches Grade Level or Above	2021	66%	84%	88%	-	-	-	-	-	-	-	70%	-	70%	-	*	90%	69%	87%
	2019	82%	90%	95%	-	-	-	-	-	-	-	82%	-	82%	-	-	-	82%	-
At Meets Grade Level or Above	2021	37%	50%	56%	-	-	-	-	-	-	-	21%	-	21%	-	*	58%	22%	60%
	2019	52%	65%	73%	-	-	-	-	-	-	-	18%	-	18%	-	-	-	18%	-
At Masters Grade Level	2021	18%	23%	26%	-	-	-	-	-	-	-	6%	-	6%	-	*	27%	8%	17%
	2019	26%	34%	36%	-	-	-	-	-	-	-	5%	-	5%	-	-	-	5%	-
All Grades Writing																			
At Approaches Grade Level or Above	2021	58%	78%	91%	-	-	-	-	-	-	-	*	-	*	-	*	92%	60%	92%
	2019	68%	84%	91%	-	-	-	-	-	-	-	*	-	*	-	-	-	*	-
At Meets Grade Level or Above	2021	30%	42%	53%	-	-	-	-	-	-	-	*	-	*	-	*	56%	0%	33%
	2019	38%	56%	68%	-	-	-	-	-	-	-	*	-	*	-	-	-	*	-
At Masters Grade Level	2021	9%	11%	16%	-	-	-	-	-	-	-	*	-	*	-	*	17%	0%	8%
	2019	14%	25%	37%	-	-	-	-	-	-	-	*	-	*	-	-	-	*	-
All Grades Science																			
At Approaches Grade Level or Above	2021	71%	88%	90%	-	-	-	-	-	-	-	78%	-	78%	-	*	92%	70%	86%
	2019	81%	93%	94%	-	-	-	-	-	-	-	50%	-	50%	-	-	-	50%	-
At Meets Grade Level or Above	2021	44%	59%	71%	-	-	-	-	-	-	-	33%	-	33%	-	*	75%	30%	50%
	2019	54%	69%	71%	-	-	-	-	-	-	-	17%	-	17%	-	-	-	17%	-
At Masters Grade Level	2021	20%	25%	36%	-	-	-	-	-	-	-	0%	-	0%	-	*	40%	0%	14%
	2019	25%	33%	36%	-	-	-	-	-	-	-	0%	-	0%	-	-	-	0%	-
All Grades Social Studies																			

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CELINA J H (043903041) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	87%	78%	-	-	-	-	-	-	33%	-	33%	-	*	82%	30%	64%
	2019	81%	90%	80%	-	-	-	-	-	-	17%	-	17%	-	-	-	17%	-
At Meets Grade Level or Above	2021	49%	65%	44%	-	-	-	-	-	-	11%	-	11%	-	*	48%	10%	14%
	2019	55%	67%	47%	-	-	-	-	-	-	17%	-	17%	-	-	-	17%	-
At Masters Grade Level	2021	29%	38%	21%	-	-	-	-	-	-	0%	-	0%	-	*	23%	0%	7%
	2019	33%	42%	29%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%	-

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- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2020-21 STAAR Participation (TAPR)
CELINA J H (043903041) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races (Current)	Special Ed (Former)	Special Ed (Current)	Continuously Enrolled	Non-Continuously Enrolled	Economically Disadvantaged	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	96%	96%	94%	95%	97%	87%	100%	-	93%	98%	100%	96%	97%	93%	96%
Included in Accountability	83%	91%	92%	90%	91%	93%	87%	90%	-	91%	96%	100%	94%	90%	91%	91%
Not Included in Accountability: Mobile Exclusions	3%	5%	4%	4%	4%	4%	0%	10%	-	2%	1%	0%	3%	6%	1%	4%
Not Tested	12%	4%	4%	6%	5%	3%	13%	0%	-	7%	2%	0%	4%	3%	7%	4%
Absent	2%	1%	1%	0%	1%	1%	13%	0%	-	2%	0%	0%	1%	1%	1%	1%
Other	10%	3%	3%	6%	4%	2%	0%	0%	-	5%	2%	0%	3%	2%	7%	3%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	99%	97%	99%	99%	100%	100%	*	97%	99%	97%	99%	99%	99%	99%
Included in Accountability	94%	96%	96%	97%	95%	96%	100%	100%	*	95%	91%	97%	96%	95%	96%	91%
Not Included in Accountability: Mobile Exclusions	4%	3%	3%	0%	4%	3%	0%	0%	*	3%	7%	0%	3%	4%	3%	8%
Not Tested	1%	0%	1%	3%	1%	1%	0%	0%	*	3%	1%	3%	1%	1%	1%	1%
Absent	1%	0%	1%	0%	0%	1%	0%	0%	*	1%	1%	2%	1%	0%	1%	0%
Other	0%	0%	0%	3%	0%	0%	0%	0%	*	1%	0%	2%	0%	0%	0%	1%

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CELINA J H (043903041) - CELINA ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	99.1%	99.2%	99.6%	99.1%	99.1%		* 99.9%	-	99.6%	98.8%	98.8%	99.2%
2018-19	95.4%	95.9%	96.0%	95.8%	95.6%	96.1%	96.5%	*	*	95.2%	94.3%	95.1%	96.1%
Chronic Absenteeism													
2019-20	6.7%	3.3%	3.0%	0.0%	4.7%	2.8%	0.0%	0.0%	-	0.0%	5.0%	5.6%	5.3%
2018-19	11.4%	6.7%	6.4%	0.0%	10.4%	4.8%	0.0%	0.0%	*	10.7%	18.7%	12.4%	15.6%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%		* 0.0%	-	0.0%	0.0%	0.0%	0.0%
2018-19	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.0%	-	-	-	-	0.0%	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
 2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
 CELINA J H (043903041) - CELINA ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	14.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	7.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CELINA J H (043903041) - CELINA ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	84.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	91.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	14.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	7.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	91.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	99.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	98.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
 2020-21 Graduation Profile (TAPR)
 CELINA J H (043903041) - CELINA ISD - COLLIN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	207	360,220
By Ethnicity:				
African American	-	-	7	44,729
Hispanic	-	-	49	184,060
White	-	-	139	105,215
American Indian	-	-	0	1,226
Asian	-	-	2	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	10	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	2	952
Foundation H.S. Program (No Endorsement)	-	-	2	49,535
Foundation H.S. Program (Endorsement)	-	-	30	15,689
Foundation H.S. Program (DLA)	-	-	173	292,532
Special Education Graduates	-	-	13	29,018
Economically Disadvantaged Graduates	-	-	37	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	29,639
At-Risk Graduates	-	-	56	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
CELINA J H (043903041) - CELINA ISD - COLLIN COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
CELINA J H (043903041) - CELINA ISD - COLLIN COUNTY

There is no data for this campus.

Texas Education Agency
 2020-21 Student Information (TAPR)
 CELINA J H (043903041) - CELINA ISD - COLLIN COUNTY

Student Information	Membership				Enrollment			
	Campus			State	Campus			State
	Count	Percent	District		Count	Percent	District	
Total Students	698	100.0%	2,956	5,359,040	698	100.0%	2,962	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.5%	0.4%
Pre-Kindergarten	0	0.0%	1.4%	3.7%	0	0.0%	1.4%	3.7%
Kindergarten	0	0.0%	6.4%	6.7%	0	0.0%	6.4%	6.7%
Grade 1	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 3	0	0.0%	7.1%	7.1%	0	0.0%	7.1%	7.1%
Grade 4	0	0.0%	7.9%	7.2%	0	0.0%	7.9%	7.2%
Grade 5	0	0.0%	7.8%	7.4%	0	0.0%	7.8%	7.4%
Grade 6	227	32.5%	7.7%	7.7%	227	32.5%	7.7%	7.7%
Grade 7	230	33.0%	7.8%	7.9%	230	33.0%	7.8%	7.8%
Grade 8	241	34.5%	8.2%	7.9%	241	34.5%	8.1%	7.9%
Grade 9	0	0.0%	9.1%	8.1%	0	0.0%	9.0%	8.1%
Grade 10	0	0.0%	7.4%	7.8%	0	0.0%	7.4%	7.8%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	7.0%	6.8%	0	0.0%	7.0%	6.8%
Ethnic Distribution:								
African American	28	4.0%	4.0%	12.7%	28	4.0%	4.0%	12.7%
Hispanic	161	23.1%	25.0%	52.9%	161	23.1%	24.9%	52.9%
White	461	66.0%	63.6%	26.5%	461	66.0%	63.6%	26.5%
American Indian	5	0.7%	0.9%	0.3%	5	0.7%	0.9%	0.3%
Asian	10	1.4%	1.4%	4.7%	10	1.4%	1.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	33	4.7%	5.2%	2.7%	33	4.7%	5.2%	2.7%
Sex:								
Female	340	48.7%	48.8%	48.9%	340	48.7%	48.8%	48.9%
Male	358	51.3%	51.2%	51.1%	358	51.3%	51.2%	51.1%
Economically Disadvantaged	112	16.0%	19.5%	60.3%	112	16.0%	19.4%	60.2%
Non-Educationally Disadvantaged	586	84.0%	80.5%	39.7%	586	84.0%	80.6%	39.8%
Section 504 Students	112	16.0%	13.0%	7.2%	112	16.0%	12.9%	7.2%
EB Students/EL	38	5.4%	7.1%	20.7%	38	5.4%	7.1%	20.6%
Students w/ Disciplinary Placements (2019-20)	4	0.6%	0.3%	1.2%				
Students w/ Dyslexia	48	6.9%	4.8%	4.5%	48	6.9%	4.8%	4.5%
Foster Care	1	0.1%	0.2%	0.3%	1	0.1%	0.2%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
CELINA J H (043903041) - CELINA ISD - COLLIN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Count	Percent	Count			Percent			
Homeless	5	0.7%	0.7%	1.1%	5	0.7%	0.7%	1.1%
Immigrant	4	0.6%	0.5%	2.0%	4	0.6%	0.5%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	27.0%	64.5%	0	0.0%	27.1%	64.5%
Military Connected	9	1.3%	2.1%	2.7%	9	1.3%	2.1%	2.7%
At-Risk	159	22.8%	25.7%	49.2%	159	22.8%	25.7%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	36	5.2%	7.1%	21.0%	36	5.2%	7.1%	20.9%
Gifted and Talented Education	56	8.0%	5.4%	8.3%	56	8.0%	5.4%	8.3%
Special Education	86	12.3%	10.9%	11.1%	86	12.3%	11.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	86							
By Type of Primary Disability								
Students with Intellectual Disabilities	53	61.6%	44.9%	42.5%				
Students with Physical Disabilities	12	14.0%	20.1%	21.3%				
Students with Autism	5	5.8%	**	14.1%				
Students with Behavioral Disabilities	16	18.6%	25.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	48	6.9%	6.9%	13.8%				
By Ethnicity:								
African American	4	0.6%	0.4%	2.8%				
Hispanic	10	1.4%	1.8%	7.1%				
White	31	4.5%	4.1%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	2	0.3%	0.3%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.1%	0.3%	0.4%				
Count and Percent of Special Ed Students who are Mobile	8	10.0%	9.3%	16.5%				
Count and Percent of EB Students/EL who are Mobile	3	15.8%	9.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	8	5.6%	6.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	28	6.6%	11.7%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
CELINA J H (043903041) - CELINA ISD - COLLIN COUNTY

Student Information	—Non-Special Education Rates—			—Special Education Rates—		
	Campus	District	State	Campus	District	State
	Retention Rates by Grade:					
Kindergarten	-	4.3%	1.4%	-	12.5%	4.8%
Grade 1	-	2.8%	1.9%	-	16.7%	3.2%
Grade 2	-	0.6%	1.0%	-	0.0%	1.4%
Grade 3	-	0.0%	0.5%	-	2.6%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.6%	0.2%	-	0.0%	0.3%
Grade 6	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 7	0.5%	0.5%	0.3%	0.0%	0.0%	0.3%
Grade 8	0.0%	0.0%	0.2%	0.0%	0.0%	0.4%
Grade 9	-	0.0%	4.7%	-	5.3%	7.8%

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

Class Size Information	Campus District State		
Elementary:			
Kindergarten	-	19.1	17.7
Grade 1	-	18.0	18.0
Grade 2	-	19.5	18.0
Grade 3	-	19.3	18.2
Grade 4	-	19.0	18.3
Grade 5	-	20.1	19.8
Grade 6	18.2	18.2	19.4
Secondary:			
English/Language Arts	18.7	17.8	15.7
Foreign Languages	26.0	24.1	17.8
Mathematics	19.1	18.7	16.9
Science	23.3	21.3	17.9
Social Studies	24.6	24.1	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
CELINA J H (043903041) - CELINA ISD - COLLIN COUNTY

Staff Information	Campus			
	Count/Average	Percent	District	State
Total Staff	68.3	100.0%	100.0%	100.0%
Professional Staff:	59.1	86.5%	63.1%	64.3%
Teachers	48.4	70.9%	49.6%	49.6%
Professional Support	8.0	11.7%	8.0%	10.6%
Campus Administration (School Leadership)	2.7	3.9%	3.1%	3.0%
Educational Aides:	9.2	13.5%	11.5%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	2.0	n/a	7.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	6.5	9.5%	20.9%	51.5%
Teachers by Ethnicity:				
African American	2.0	4.1%	1.5%	11.1%
Hispanic	1.0	2.1%	7.0%	28.4%
White	43.8	90.5%	89.5%	56.9%
American Indian	0.0	0.0%	1.0%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.6	3.4%	1.0%	1.2%
Teachers by Sex:				
Males	12.5	25.8%	20.5%	23.8%
Females	35.9	74.2%	79.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	32.4	67.0%	75.5%	73.0%
Masters	16.0	33.0%	23.9%	25.0%
Doctorate	0.0	0.0%	0.6%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.6	5.3%	4.0%	6.7%
1-5 Years Experience	5.4	11.1%	15.5%	27.8%
6-10 Years Experience	14.0	29.0%	27.8%	20.3%
11-20 Years Experience	18.3	37.9%	36.8%	29.1%
21-30 Years Experience	6.6	13.7%	13.2%	13.0%
Over 30 Years Experience	1.5	3.0%	2.7%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
CELINA J H (043903041) - CELINA ISD - COLLIN COUNTY

Staff Information	Campus			
	Count/Average	Percent	District	State
Number of Students per Teacher	14.4	n/a	14.9	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	4.7	6.4
Average Years Experience of Principals with District	1.0	4.7	5.5
Average Years Experience of Assistant Principals	4.0	5.5	5.5
Average Years Experience of Assistant Principals with District	4.0	5.5	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	13.3	12.8	11.2
Average Years Experience of Teachers with District:	6.6	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$47,390	\$48,025	\$50,849
1-5 Years Experience	\$51,282	\$50,784	\$53,288
6-10 Years Experience	\$54,244	\$54,475	\$56,282
11-20 Years Experience	\$57,562	\$58,179	\$59,900
21-30 Years Experience	\$65,215	\$64,977	\$64,637
Over 30 Years Experience	\$73,562	\$71,169	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$56,896	\$56,843	\$57,641
Professional Support	\$61,891	\$66,777	\$68,030
Campus Administration (School Leadership)	\$81,790	\$86,760	\$83,424
Instructional Staff Percent:	n/a	61.0%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

Program Information	Campus			
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.0%	4.8%	6.2%
Career and Technical Education	1.1	2.3%	4.8%	5.1%
Compensatory Education	0.9	1.9%	1.5%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	41.7	86.1%	80.5%	71.0%
Special Education	0.4	0.8%	3.3%	9.4%
Other	3.8	7.9%	5.2%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
CELINA J H (043903041) - CELINA ISD - COLLIN COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: CELINA ISD

Campus Name: CELINA H S

Campus Number: 043903001

2021 Accountability Rating: Not Rated: Declared State of Disaster

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CELINA H S (043903001) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
Approaches Grade Level or Above	2021	67%	86%	86%	*	74%	91%	*	*	-	93%	32%	-	88%	83%	75%	38%
	2019	68%	83%	83%	71%	62%	90%	100%	*	-	100%	47%	80%	85%	78%	62%	33%
Meets Grade Level or Above	2021	50%	73%	73%	*	57%	79%	*	*	-	80%	21%	-	75%	67%	58%	23%
	2019	50%	67%	67%	43%	39%	78%	86%	*	-	79%	20%	50%	67%	66%	35%	7%
Masters Grade Level	2021	12%	23%	23%	*	16%	28%	*	*	-	7%	4%	-	26%	17%	16%	0%
	2019	11%	17%	17%	29%	5%	20%	29%	*	-	29%	3%	10%	15%	21%	8%	0%
End of Course English II																	
Approaches Grade Level or Above	2021	71%	88%	88%	100%	76%	93%	*	*	-	80%	48%	*	88%	90%	70%	27%
	2019	68%	85%	85%	71%	72%	90%	*	*	-	88%	48%	83%	88%	77%	70%	36%
Meets Grade Level or Above	2021	57%	80%	80%	80%	59%	89%	*	*	-	70%	29%	*	79%	84%	53%	0%
	2019	49%	67%	67%	50%	50%	75%	*	*	-	63%	17%	33%	70%	61%	44%	9%
Masters Grade Level	2021	11%	18%	18%	0%	17%	20%	*	*	-	0%	5%	*	18%	18%	8%	0%
	2019	8%	9%	9%	0%	7%	11%	*	*	-	13%	4%	0%	10%	8%	7%	0%
End of Course Algebra I																	
Approaches Grade Level or Above	2021	73%	89%	81%	*	66%	88%	*	*	-	100%	36%	-	82%	78%	71%	62%
	2019	85%	81%	73%	75%	58%	77%	*	*	-	100%	48%	50%	71%	75%	69%	30%
Meets Grade Level or Above	2021	41%	56%	30%	*	17%	35%	*	*	-	44%	18%	-	28%	32%	21%	8%
	2019	61%	58%	43%	58%	24%	48%	*	*	-	100%	24%	50%	41%	47%	25%	10%
Masters Grade Level	2021	23%	36%	9%	*	2%	14%	*	*	-	11%	0%	-	8%	10%	2%	0%
	2019	37%	37%	18%	33%	10%	20%	*	*	-	17%	5%	17%	13%	26%	10%	0%
End of Course Biology																	
Approaches Grade Level or Above	2021	82%	94%	94%	*	87%	96%	*	*	-	94%	67%	-	95%	91%	88%	67%
	2019	88%	93%	93%	92%	83%	96%	100%	*	-	100%	68%	100%	95%	90%	81%	67%
Meets Grade Level or Above	2021	55%	66%	66%	*	51%	71%	*	*	-	69%	30%	-	69%	58%	47%	8%
	2019	62%	69%	69%	50%	43%	76%	86%	*	-	100%	14%	86%	65%	76%	42%	11%
Masters Grade Level	2021	22%	22%	22%	*	10%	28%	*	*	-	13%	4%	-	26%	13%	12%	0%
	2019	25%	27%	27%	25%	15%	30%	57%	*	-	46%	5%	29%	26%	30%	13%	0%
End of Course U.S. History																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CELINA H S (043903001) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	88%	97%	97%	100%	89%	99%	*	*	-	94%	63%	*	96%	98%	89%	*
	2019	93%	99%	99%	100%	100%	98%	-	*	-	100%	92%	*	99%	98%	100%	100%
At Meets Grade Level or Above	2021	69%	87%	87%	90%	74%	92%	*	*	-	88%	44%	*	88%	84%	71%	*
	2019	73%	86%	86%	100%	74%	92%	-	*	-	60%	31%	*	87%	85%	72%	43%
At Masters Grade Level	2021	43%	56%	56%	50%	37%	61%	*	*	-	63%	0%	*	54%	63%	33%	*
	2019	45%	55%	55%	71%	48%	60%	-	*	-	30%	8%	*	54%	60%	49%	14%
AT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	100%	100%	*	*	100%	-	-	-	*	-	-	100%	100%	*	-
At Meets Grade Level or Above	2021	69%	92%	92%	*	*	91%	-	-	-	*	-	-	93%	86%	*	-
At Masters Grade Level	2021	14%	10%	10%	*	*	11%	-	-	-	*	-	-	11%	0%	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	85%	90%	100%	79%	94%	100%	83%	-	93%	48%	100%	91%	88%	79%	51%
	2019	78%	89%	87%	80%	74%	91%	100%	91%	-	98%	57%	81%	89%	83%	75%	48%
At Meets Grade Level or Above	2021	41%	57%	70%	85%	52%	77%	69%	75%	-	74%	27%	83%	73%	64%	50%	11%
	2019	50%	65%	67%	56%	46%	75%	75%	91%	-	80%	20%	58%	68%	67%	43%	13%
At Masters Grade Level	2021	18%	26%	25%	26%	15%	30%	31%	33%	-	21%	3%	50%	27%	20%	14%	0%
	2019	24%	33%	25%	27%	16%	28%	30%	9%	-	29%	5%	13%	24%	27%	16%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	86%	87%	100%	75%	92%	100%	80%	-	88%	39%	*	88%	86%	73%	33%
	2019	75%	89%	84%	71%	67%	90%	100%	*	-	95%	47%	81%	87%	78%	66%	35%
At Meets Grade Level or Above	2021	45%	64%	76%	89%	58%	84%	80%	80%	-	76%	24%	*	77%	74%	56%	13%
	2019	48%	66%	67%	46%	44%	77%	90%	*	-	73%	19%	44%	69%	64%	39%	8%
At Masters Grade Level	2021	18%	30%	21%	11%	16%	24%	20%	20%	-	4%	4%	*	22%	17%	13%	0%
	2019	21%	32%	13%	14%	6%	16%	20%	*	-	23%	4%	6%	13%	15%	7%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	84%	86%	*	68%	92%	*	*	-	100%	36%	-	88%	81%	71%	62%
	2019	82%	90%	73%	75%	58%	77%	*	*	-	100%	48%	50%	71%	75%	69%	30%
At Meets Grade Level or Above	2021	37%	50%	46%	*	21%	55%	*	*	-	55%	18%	-	50%	37%	22%	8%
	2019	52%	65%	43%	58%	24%	48%	*	*	-	100%	24%	50%	41%	47%	25%	10%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CELINA H S (043903001) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
t Masters Grade Level	2021	18%	23%	9%	*	2%	13%	*	*	-	9%	0%	-	9%	9%	2%	0%
	2019	26%	34%	18%	33%	10%	20%	*	*	-	17%	5%	17%	13%	26%	10%	0%
II Grades Science																	
t Approaches Grade Level or Above	2021	71%	88%	94%	*	87%	96%	*	*	-	94%	67%	-	95%	91%	88%	67%
	2019	81%	93%	93%	92%	83%	96%	100%	*	-	100%	68%	100%	95%	90%	81%	67%
t Meets Grade Level or Above	2021	44%	59%	66%	*	51%	71%	*	*	-	69%	30%	-	69%	58%	47%	8%
	2019	54%	69%	69%	50%	43%	76%	86%	*	-	100%	14%	86%	65%	76%	42%	11%
t Masters Grade Level	2021	20%	25%	22%	*	10%	28%	*	*	-	13%	4%	-	26%	13%	12%	0%
	2019	25%	33%	27%	25%	15%	30%	57%	*	-	46%	5%	29%	26%	30%	13%	0%
II Grades Social Studies																	
t Approaches Grade Level or Above	2021	73%	87%	97%	100%	89%	99%	*	*	-	94%	63%	*	96%	98%	89%	*
	2019	81%	90%	99%	100%	100%	98%	-	*	-	100%	92%	*	99%	98%	100%	100%
t Meets Grade Level or Above	2021	49%	65%	87%	90%	74%	92%	*	*	-	88%	44%	*	88%	84%	71%	*
	2019	55%	67%	86%	100%	74%	92%	-	*	-	60%	31%	*	87%	85%	72%	43%
t Masters Grade Level	2021	29%	38%	56%	50%	37%	61%	*	*	-	63%	0%	*	54%	63%	33%	*
	2019	33%	42%	55%	71%	48%	60%	-	*	-	30%	8%	*	54%	60%	49%	14%

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- Indicates there are no students in the group.

Texas Education Agency
2018-19 Progress (TAPR)
CELINA H S (043903001) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Economically Disadvantaged	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	74	74	82	80	74	*	-	-	31	90	*	73	75	70	60
	2018	67	69	69	57	70	70	-	*	*	72	44	*	69	69	74	69
End of Course Algebra I	2019	75	61	49	78	34	51	*	*	-	83	38	60	48	52	44	21
	2018	72	76	65	29	66	66	*	-	-	100	50	-	66	63	57	*
All Grades Both Subjects	2019	69	73	63	80	55	65	60	*	-	54	57	72	63	65	57	38
	2018	69	70	68	43	68	68	*	*	*	82	46	*	68	66	66	59
All Grades ELA/Reading	2019	68	74	74	82	80	74	*	-	-	31	90	*	73	75	70	60
	2018	69	68	69	57	70	70	-	*	*	72	44	*	69	69	74	69
All Grades Mathematics	2019	70	71	49	78	34	51	*	*	-	83	38	60	48	52	44	21
	2018	70	73	65	29	66	66	*	-	-	100	50	-	66	63	57	*

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Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CELINA H S (043903001) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
II Grades All Subjects																		
t Approaches Grade Level or Above	2021	67%	85%	90%	-	-	-	-	-	-	39%	-	39%	-	-	92%	39%	84%
	2019	78%	89%	87%	-	-	-	-	-	-	23%	-	23%	-	-	-	23%	-
t Meets Grade Level or Above	2021	41%	57%	70%	-	-	-	-	-	-	5%	-	5%	-	-	74%	5%	45%
	2019	50%	65%	67%	-	-	-	-	-	-	8%	-	8%	-	-	-	8%	-
t Masters Grade Level	2021	18%	26%	25%	-	-	-	-	-	-	0%	-	0%	-	-	27%	0%	7%
	2019	24%	33%	25%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%	-
II Grades ELA/Reading																		
t Approaches Grade Level or Above	2021	68%	86%	87%	-	-	-	-	-	-	22%	-	22%	-	-	90%	22%	81%
	2019	75%	89%	84%	-	-	-	-	-	-	13%	-	13%	-	-	-	13%	-
t Meets Grade Level or Above	2021	45%	64%	76%	-	-	-	-	-	-	6%	-	6%	-	-	80%	6%	57%
	2019	48%	66%	67%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%	-
t Masters Grade Level	2021	18%	30%	21%	-	-	-	-	-	-	0%	-	0%	-	-	22%	0%	10%
	2019	21%	32%	13%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%	-
II Grades Mathematics																		
t Approaches Grade Level or Above	2021	66%	84%	86%	-	-	-	-	-	-	50%	-	50%	-	-	88%	50%	80%
	2019	82%	90%	73%	-	-	-	-	-	-	20%	-	20%	-	-	-	20%	-
t Meets Grade Level or Above	2021	37%	50%	46%	-	-	-	-	-	-	0%	-	0%	-	-	49%	0%	27%
	2019	52%	65%	43%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%	-
t Masters Grade Level	2021	18%	23%	9%	-	-	-	-	-	-	0%	-	0%	-	-	10%	0%	0%
	2019	26%	34%	18%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%	-
II Grades Science																		
t Approaches Grade Level or Above	2021	71%	88%	94%	-	-	-	-	-	-	50%	-	50%	-	-	95%	50%	93%
	2019	81%	93%	93%	-	-	-	-	-	-	*	-	*	-	-	-	*	-
t Meets Grade Level or Above	2021	44%	59%	66%	-	-	-	-	-	-	0%	-	0%	-	-	70%	0%	36%
	2019	54%	69%	69%	-	-	-	-	-	-	*	-	*	-	-	-	*	-
t Masters Grade Level	2021	20%	25%	22%	-	-	-	-	-	-	0%	-	0%	-	-	24%	0%	7%
	2019	25%	33%	27%	-	-	-	-	-	-	*	-	*	-	-	-	*	-
II Grades Social Studies																		
t Approaches Grade Level or Above	2021	73%	87%	97%	-	-	-	-	-	-	*	-	*	-	-	98%	*	80%
	2019	81%	90%	99%	-	-	-	-	-	-	*	-	*	-	-	-	*	-
t Meets Grade Level or Above	2021	49%	65%	87%	-	-	-	-	-	-	*	-	*	-	-	89%	*	80%
	2019	55%	67%	86%	-	-	-	-	-	-	*	-	*	-	-	-	*	-
t Masters Grade Level	2021	29%	38%	56%	-	-	-	-	-	-	*	-	*	-	-	58%	*	20%
	2019	33%	42%	55%	-	-	-	-	-	-	*	-	*	-	-	-	*	-

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- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2020-21 STAAR Participation (TAPR)
CELINA H S (043903001) - CELINA ISD - COLLIN COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
II Tests																
Assessment Participant	88%	96%	96%	100%	95%	95%	93%	100%	-	96%	96%	86%	96%	95%	98%	97%
Included in Accountability	83%	91%	90%	93%	87%	92%	93%	75%	-	91%	91%	86%	93%	84%	91%	71%
Not Included in Accountability: Mobile	3%	5%	5%	7%	6%	4%	0%	25%	-	5%	5%	0%	2%	9%	5%	15%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	2%	0%	0%	0%	-	0%	0%	0%	0%	2%	2%	12%
Not Tested	12%	4%	4%	0%	5%	5%	7%	0%	-	4%	4%	14%	4%	5%	2%	3%
Absent	2%	1%	2%	0%	3%	2%	0%	0%	-	3%	2%	0%	1%	4%	1%	3%
Other	10%	3%	3%	0%	2%	3%	7%	0%	-	1%	2%	14%	3%	1%	1%	0%
2019 STAAR Participation (All Grades)																
II Tests																
Assessment Participant	99%	100%	100%	100%	99%	100%	100%	100%	-	100%	100%	100%	100%	100%	99%	100%
Included in Accountability	94%	96%	97%	100%	96%	97%	100%	100%	-	100%	99%	100%	98%	95%	96%	90%
Not Included in Accountability: Mobile	4%	3%	3%	0%	3%	3%	0%	0%	-	0%	1%	0%	2%	5%	3%	9%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	2%
Not Tested	1%	0%	0%	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	0%	1%	0%
Absent	1%	0%	0%	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CELINA H S (043903001) - CELINA ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	99.1%	98.8%	99.2%	98.6%	98.8%	99.8%	99.8%	-	98.3%	97.4%	98.5%	98.8%
2018-19	95.4%	95.9%	95.5%	97.4%	94.9%	95.5%	95.1%	97.7%	*	95.4%	95.2%	94.8%	92.8%
Chronic Absenteeism													
2019-20	6.7%	3.3%	5.3%	0.0%	8.0%	4.7%	0.0%	0.0%	-	7.1%	14.9%	8.1%	15.4%
2018-19	11.4%	6.7%	10.1%	5.9%	13.1%	9.0%	16.7%	0.0%	*	13.5%	11.3%	14.5%	25.0%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.2%	0.2%	0.0%	0.0%	0.3%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
2018-19	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	98.0%	98.0%	87.5%	100.0%	97.8%	-	*	-	100.0%	81.3%	97.3%	*
Received TxCHSE	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Continued HS	3.9%	1.5%	1.5%	12.5%	0.0%	1.5%	-	*	-	0.0%	18.8%	2.7%	*
Dropped Out	5.4%	0.5%	0.5%	0.0%	0.0%	0.7%	-	*	-	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	90.7%	98.0%	98.0%	87.5%	100.0%	97.8%	-	*	-	100.0%	81.3%	97.3%	*
Graduates, TxCHSE, and Continuers	94.6%	99.5%	99.5%	100.0%	100.0%	99.3%	-	*	-	100.0%	100.0%	100.0%	*
Class of 2019													
Graduated	90.0%	99.0%	99.0%	*	100.0%	99.3%	*	*	-	100.0%	100.0%	100.0%	*
Received TxCHSE	0.5%	0.5%	0.5%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Continued HS	3.7%	0.5%	0.5%	*	0.0%	0.7%	*	*	-	0.0%	0.0%	0.0%	*
Dropped Out	5.9%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	90.4%	99.5%	99.5%	*	100.0%	99.3%	*	*	-	100.0%	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	94.1%	100.0%	100.0%	*	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	99.5%	99.5%	*	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	*
Received TxCHSE	0.5%	0.5%	0.5%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Continued HS	1.3%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	92.6%	100.0%	100.0%	*	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.9%	100.0%	100.0%	*	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	*

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CELINA H S (043903001) - CELINA ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2018													
Graduated	92.2%	99.4%	99.4%	100.0%	100.0%	100.0%	*	*	-	* 100.0%	100.0%	100.0%	*
Received TxCHSE	0.6%	0.6%	0.6%	0.0%	0.0%	0.0%	*	*	-	* 0.0%	0.0%	0.0%	*
Continued HS	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	* 0.0%	0.0%	0.0%	*
Dropped Out	6.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	* 0.0%	0.0%	0.0%	*
Graduates and TxCHSE	92.8%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	* 100.0%	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.9%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	* 100.0%	100.0%	100.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	99.4%	99.4%	100.0%	100.0%	100.0%	*	*	-	* 100.0%	100.0%	100.0%	*
Received TxCHSE	0.7%	0.6%	0.6%	0.0%	0.0%	0.0%	*	*	-	* 0.0%	0.0%	0.0%	*
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	* 0.0%	0.0%	0.0%	*
Dropped Out	6.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	* 0.0%	0.0%	0.0%	*
Graduates and TxCHSE	93.3%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	* 100.0%	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.9%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	* 100.0%	100.0%	100.0%	*
Class of 2017													
Graduated	92.4%	95.9%	95.9%	100.0%	92.7%	96.6%	-	*	-	* 100.0%	83.8%	83.8%	*
Received TxCHSE	0.7%	1.8%	1.8%	0.0%	0.0%	2.5%	-	*	-	* 0.0%	5.4%	5.4%	*
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	* 0.0%	0.0%	0.0%	*
Dropped Out	6.3%	2.4%	2.4%	0.0%	7.3%	0.8%	-	*	-	* 0.0%	10.8%	10.8%	*
Graduates and TxCHSE	93.2%	97.6%	97.6%	100.0%	92.7%	99.2%	-	*	-	* 100.0%	89.2%	89.2%	*
Graduates, TxCHSE, and Continuers	93.7%	97.6%	97.6%	100.0%	92.7%	99.2%	-	*	-	* 100.0%	89.2%	89.2%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	98.0%	98.0%	87.5%	100.0%	97.8%	-	*	-	100.0%	81.3%	97.3%	*
Class of 2019	90.0%	99.0%	99.0%	*	100.0%	99.3%	*	*	-	100.0%	100.0%	100.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	14.9%	14.9%	14.3%	29.2%	10.4%	-	*	-	10.0%	69.2%	25.0%	*
Class of 2019	4.2%	7.5%	7.5%	*	15.7%	5.1%	*	*	-	0.0%	30.0%	11.4%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	84.1%	84.1%	85.7%	70.8%	88.1%	-	*	-	90.0%	15.4%	72.2%	*
Class of 2019	83.5%	91.0%	91.0%	*	80.4%	94.2%	*	*	-	100.0%	40.0%	85.7%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CELINA H S (043903001) - CELINA ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	99.0%	99.0%	100.0%	100.0%	98.5%	-	*	-	100.0%	84.6%	97.2%	*
Class of 2019	87.6%	98.5%	98.5%	*	96.1%	99.3%	*	*	-	100.0%	70.0%	97.1%	*
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	*	-	*	-	-	-	-	-	-	-	-
2018-19	32.7%	*	*	-	-	*	-	-	-	-	*	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	14.6%	14.6%	14.3%	29.8%	10.1%	-	*	-	10.0%	69.2%	24.3%	*
2018-19	4.4%	7.5%	7.5%	*	15.4%	5.1%	*	*	-	0.0%	30.0%	11.4%	*
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	84.4%	84.4%	85.7%	70.2%	88.5%	-	*	-	90.0%	15.4%	73.0%	*
2018-19	82.1%	91.0%	91.0%	*	80.8%	94.2%	*	*	-	100.0%	40.0%	85.7%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	99.0%	99.0%	100.0%	100.0%	98.6%	-	*	-	100.0%	84.6%	97.3%	*
2018-19	85.9%	98.0%	98.0%	*	96.2%	98.6%	*	*	-	100.0%	63.6%	97.1%	*

Texas Education Agency
2020-21 Graduation Profile (TAPR)
CELINA H S (043903001) - CELINA ISD - COLLIN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	207	100.0%	207	360,220
By Ethnicity:				
African American	7	3.4%	7	44,729
Hispanic	49	23.7%	49	184,060
White	139	67.1%	139	105,215
American Indian	0	0.0%	0	1,226
Asian	2	1.0%	2	17,126
Pacific Islander	0	0.0%	0	557
Two or More Races	10	4.8%	10	7,307
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	2	1.0%	2	952
Foundation H.S. Program (No Endorsement)	2	1.0%	2	49,535
Foundation H.S. Program (Endorsement)	30	14.5%	30	15,689
Foundation H.S. Program (DLA)	173	83.6%	173	292,532
Special Education Graduates	13	6.3%	13	29,018
Economically Disadvantaged Graduates	37	17.9%	37	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	1.0%	2	29,639
At-Risk Graduates	56	27.1%	56	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
CELINA H S (043903001) - CELINA ISD - COLLIN COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	70.5%	70.5%	57.1%	59.2%	76.3%	-	*	-	50.0%	92.3%	48.6%	*
2018-19	72.9%	73.4%	73.4%	*	60.2%	77.5%	*	*	-	91.7%	76.9%	65.3%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	58.5%	58.5%	42.9%	44.9%	64.0%	-	*	-	50.0%	7.7%	32.4%	*
2018-19	53.0%	57.1%	57.1%	*	37.0%	63.8%	*	*	-	83.3%	0.0%	33.3%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	57.0%	57.0%	42.9%	38.8%	64.0%	-	*	-	50.0%	15.4%	35.1%	*
2018-19	60.7%	59.1%	59.1%	*	33.3%	69.6%	*	*	-	50.0%	7.7%	33.3%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	62.8%	62.8%	71.4%	42.9%	69.1%	-	*	-	60.0%	15.4%	40.5%	*
2018-19	48.6%	51.7%	51.7%	*	31.5%	58.7%	*	*	-	66.7%	0.0%	30.6%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	49.3%	49.3%	42.9%	32.7%	55.4%	-	*	-	40.0%	7.7%	27.0%	*
2018-19	44.2%	48.3%	48.3%	*	24.1%	57.2%	*	*	-	50.0%	0.0%	22.2%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	14.0%	14.0%	14.3%	14.3%	14.4%	-	*	-	10.0%	0.0%	2.7%	*
2018-19	21.1%	22.2%	22.2%	*	16.7%	25.4%	*	*	-	0.0%	0.0%	8.3%	*
Associate Degree (Annual Graduates)													
2019-20	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2018-19	1.9%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	40.1%	40.1%	28.6%	28.6%	45.3%	-	*	-	30.0%	0.0%	29.7%	*
2018-19	23.1%	37.4%	37.4%	*	20.4%	42.8%	*	*	-	83.3%	0.0%	22.2%	*
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	5.8%	5.8%	0.0%	12.2%	4.3%	-	*	-	0.0%	0.0%	2.7%	*
2018-19	2.3%	11.8%	11.8%	*	13.0%	11.6%	*	*	-	0.0%	0.0%	11.1%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	36.2%	36.2%	42.9%	32.7%	38.8%	-	*	-	20.0%	92.3%	29.7%	*
2018-19	40.4%	30.5%	30.5%	*	30.6%	29.7%	*	*	-	33.3%	76.9%	38.9%	*
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	30.4%	30.4%	28.6%	22.4%	34.5%	-	*	-	20.0%	0.0%	18.9%	*

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
CELINA H S (043903001) - CELINA ISD - COLLIN COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	2.0%	2.0%	*	1.9%	2.2%	*	*	-	0.0%	0.0%	2.8%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2018-19	0.6%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	1.4%	1.4%	14.3%	2.0%	0.7%	-	*	-	0.0%	23.1%	5.4%	*
2018-19	2.3%	2.0%	2.0%	*	5.6%	0.7%	*	*	-	0.0%	30.8%	2.8%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	5.3%	5.3%	14.3%	10.2%	3.6%	-	*	-	0.0%	84.6%	10.8%	*
2018-19	2.7%	3.4%	3.4%	*	9.3%	0.7%	*	*	-	0.0%	53.8%	13.9%	*

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
CELINA H S (043903001) - CELINA ISD - COLLIN COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	31.9%	31.9%	28.6%	22.4%	34.5%	-	*	-	30.0%	7.7%	24.3%	*
	2018-19	33.4%	32.0%	32.0%	*	22.2%	35.5%	*	*	-	50.0%	7.7%	25.0%	*
Mathematics	2019-20	21.2%	21.3%	21.3%	14.3%	18.4%	23.0%	-	*	-	10.0%	7.7%	21.6%	*
	2018-19	24.7%	28.1%	28.1%	*	22.2%	29.0%	*	*	-	66.7%	0.0%	27.8%	*
Both Subjects	2019-20	16.4%	16.9%	16.9%	14.3%	14.3%	18.0%	-	*	-	10.0%	7.7%	18.9%	*
	2018-19	18.8%	19.7%	19.7%	*	13.0%	21.0%	*	*	-	50.0%	0.0%	13.9%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
	2018-19	5.1%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Mathematics	2019-20	9.7%	20.3%	20.3%	42.9%	14.3%	19.4%	-	*	-	40.0%	15.4%	13.5%	*
	2018-19	7.3%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Both Subjects	2019-20	4.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
	2018-19	2.6%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	12.3%	12.3%	5.6%	9.8%	14.2%	*	*	-	0.0%	0.0%	2.5%	40.0%
	2019	25.2%	16.8%	16.8%	0.0%	15.7%	18.4%	*	*	*	6.7%	0.0%	11.3%	16.7%
English Language Arts	2020	12.7%	1.9%	1.9%	0.0%	1.1%	2.5%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	14.5%	8.9%	8.9%	0.0%	6.9%	10.3%	*	*	*	0.0%	0.0%	3.8%	0.0%
Mathematics	2020	6.4%	5.5%	5.5%	0.0%	3.3%	6.7%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	7.4%	8.4%	8.4%	0.0%	4.9%	10.3%	*	*	*	6.7%	0.0%	3.8%	0.0%
Science	2020	9.4%	5.8%	5.8%	5.6%	4.3%	6.7%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	10.4%	2.0%	2.0%	0.0%	2.9%	1.8%	*	*	*	0.0%	0.0%	2.5%	0.0%
Social Studies	2020	12.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	13.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	43.1%	43.1%	*	66.7%	40.0%	-	*	-	-	-	*	*
	2019	51.0%	39.7%	39.7%	-	43.8%	40.0%	-	*	-	*	-	33.3%	*
English Language Arts	2020	50.1%	50.0%	50.0%	-	* 42.9%		-	-	-	-	-	-	-
	2019	41.2%	41.7%	41.7%	-	57.1%	39.3%	-	*	-	-	-	*	-
Mathematics	2020	56.5%	17.4%	17.4%	-	* 21.1%		-	*	-	-	-	-	-
	2019	52.2%	23.5%	23.5%	-	20.0%	25.0%	-	-	-	*	-	*	-
Science	2020	47.6%	37.5%	37.5%	*	* 36.8%		-	-	-	-	-	-	-
	2019	40.6%	37.5%	37.5%	-	* 60.0%		-	-	-	-	-	*	-

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
CELINA H S (043903001) - CELINA ISD - COLLIN COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL	
Social Studies	2020	52.3%	-	-	-	-	-	-	-	-	-	-	-	-	
	2019	46.3%	-	-	-	-	-	-	-	-	-	-	-	-	
SAT/ACT Results (Annual Graduates)															
Tested	2019-20	76.7%	68.6%	68.6%	71.4%	44.9%	77.7%	-	*	-	60.0%	30.8%	36.8%	*	
	2018-19	75.0%	69.0%	69.0%	*	44.4%	77.5%	*	*	-	100.0%	7.7%	47.2%	*	
At/Above Criterion for All Examinees	2019-20	35.7%	47.9%	47.9%	60.0%	27.3%	52.8%	-	*	-	16.7%	*	28.6%	-	
	2018-19	36.1%	55.7%	55.7%	*	29.2%	61.7%	-	*	-	33.3%	*	23.5%	-	
Average SAT Score (Annual Graduates)															
All Subjects	2019-20	1019	1121	1121	*	1083	1134	-	*	-	*	*	1110	-	
	2018-19	1027	1149	1149	-	993	1178	-	*	-	-	-	*	-	
English Language Arts and Writing	2019-20	513	557	557	*	537	563	-	*	-	*	*	552	-	
	2018-19	517	567	567	-	489	581	-	*	-	-	-	*	-	
Mathematics	2019-20	506	564	564	*	546	571	-	*	-	*	*	558	-	
	2018-19	510	582	582	-	504	597	-	*	-	-	-	*	-	
Average ACT Score (Annual Graduates)															
All Subjects	2019-20	20.2	22.0	22.0	21.4	20.0	22.3	-	*	-	23.5	*	20.1	-	
	2018-19	20.6	23.2	23.2	*	20.5	23.8	-	*	-	22.2	*	19.2	-	
English Language Arts	2019-20	19.9	21.6	21.6	21.9	19.3	21.9	-	*	-	24.2	*	19.5	-	
	2018-19	20.3	22.9	22.9	*	19.8	23.7	-	*	-	21.5	*	17.9	-	
Mathematics	2019-20	20.1	21.9	21.9	20.0	19.8	22.5	-	*	-	21.5	*	20.9	-	
	2018-19	20.4	23.2	23.2	*	21.5	23.5	-	*	-	23.5	*	20.6	-	
Science	2019-20	20.5	22.1	22.1	21.0	21.1	22.3	-	*	-	22.7	*	19.7	-	
	2018-19	20.8	23.2	23.2	*	20.7	23.8	-	*	-	22.7	*	20.1	-	

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
CELINA H S (043903001) - CELINA ISD - COLLIN COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	52.5%	52.5%	41.2%	42.8%	56.2%	54.5%	37.5%	-	59.0%	33.3%	44.5%	23.1%
	2018-19	44.6%	51.3%	51.3%	28.1%	49.0%	54.7%	18.2%	37.5%	*	47.2%	30.5%	34.6%	28.6%
English Language Arts	2019-20	18.2%	18.9%	18.9%	11.8%	10.4%	22.6%	20.0%	14.3%	-	15.4%	1.6%	12.3%	0.0%
	2018-19	17.8%	14.2%	14.2%	3.2%	9.1%	16.9%	0.0%	37.5%	*	8.3%	1.7%	6.6%	0.0%
Mathematics	2019-20	20.7%	25.7%	25.7%	15.2%	22.5%	28.0%	18.2%	14.3%	-	23.1%	19.0%	23.3%	0.0%
	2018-19	20.4%	27.2%	27.2%	6.5%	22.2%	31.1%	9.1%	28.6%	*	20.0%	7.3%	14.6%	15.4%
Science	2019-20	22.4%	31.3%	31.3%	24.2%	31.4%	32.0%	18.2%	28.6%	-	31.6%	29.3%	28.0%	23.1%
	2018-19	21.7%	27.2%	27.2%	10.0%	28.7%	27.9%	9.1%	37.5%	*	25.0%	20.7%	20.1%	15.4%
Social Studies	2019-20	24.6%	32.4%	32.4%	20.6%	18.2%	37.4%	36.4%	25.0%	-	41.0%	1.6%	20.1%	0.0%
	2018-19	23.6%	30.7%	30.7%	20.0%	21.2%	34.9%	9.1%	25.0%	*	36.1%	1.7%	14.0%	7.7%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	35.7%	35.7%	14.3%	26.5%	38.8%	-	*	-	50.0%	15.4%	27.0%	*
	2018-19	59.0%	47.3%	47.3%	*	35.2%	51.4%	*	*	-	33.3%	46.2%	47.2%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	52.2%	52.2%	*	40.7%	55.8%	*	*	-	50.0%	15.4%	41.7%	*
	2017-18	53.4%	53.4%	53.4%	60.0%	43.2%	55.3%	*	*	-	*	0.0%	42.9%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	57.1%	57.1%	-	37.5%	62.2%	-	*	-	*	-	42.9%	-
	2017-18	60.7%	68.3%	68.3%	*	37.5%	75.9%	*	*	-	*	-	58.3%	-

Texas Education Agency
2020-21 Student Information (TAPR)
CELINA H S (043903001) - CELINA ISD - COLLIN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	914	100.0%	2,956	5,359,040	914	100.0%	2,962	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.5%	0.4%
Pre-Kindergarten	0	0.0%	1.4%	3.7%	0	0.0%	1.4%	3.7%
Kindergarten	0	0.0%	6.4%	6.7%	0	0.0%	6.4%	6.7%
Grade 1	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 3	0	0.0%	7.1%	7.1%	0	0.0%	7.1%	7.1%
Grade 4	0	0.0%	7.9%	7.2%	0	0.0%	7.9%	7.2%
Grade 5	0	0.0%	7.8%	7.4%	0	0.0%	7.8%	7.4%
Grade 6	0	0.0%	7.7%	7.7%	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 8	0	0.0%	8.2%	7.9%	0	0.0%	8.1%	7.9%
Grade 9	268	29.3%	9.1%	8.1%	268	29.3%	9.0%	8.1%
Grade 10	220	24.1%	7.4%	7.8%	220	24.1%	7.4%	7.8%
Grade 11	219	24.0%	7.4%	7.2%	219	24.0%	7.4%	7.2%
Grade 12	207	22.6%	7.0%	6.8%	207	22.6%	7.0%	6.8%
Ethnic Distribution:								
African American	29	3.2%	4.0%	12.7%	29	3.2%	4.0%	12.7%
Hispanic	218	23.9%	25.0%	52.9%	218	23.9%	24.9%	52.9%
White	597	65.3%	63.6%	26.5%	597	65.3%	63.6%	26.5%
American Indian	13	1.4%	0.9%	0.3%	13	1.4%	0.9%	0.3%
Asian	9	1.0%	1.4%	4.7%	9	1.0%	1.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	48	5.3%	5.2%	2.7%	48	5.3%	5.2%	2.7%
Sex:								
Female	436	47.7%	48.8%	48.9%	436	47.7%	48.8%	48.9%
Male	478	52.3%	51.2%	51.1%	478	52.3%	51.2%	51.1%
Economically Disadvantaged	158	17.3%	19.5%	60.3%	158	17.3%	19.4%	60.2%
Non-Educationally Disadvantaged	756	82.7%	80.5%	39.7%	756	82.7%	80.6%	39.8%
Section 504 Students	155	17.0%	13.0%	7.2%	155	17.0%	12.9%	7.2%
EB Students/EL	19	2.1%	7.1%	20.7%	19	2.1%	7.1%	20.6%
Students w/ Disciplinary Placements (2019-20)	5	0.6%	0.3%	1.2%				
Students w/ Dyslexia	45	4.9%	4.8%	4.5%	45	4.9%	4.8%	4.5%
Foster Care	1	0.1%	0.2%	0.3%	1	0.1%	0.2%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
CELINA H S (043903001) - CELINA ISD - COLLIN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Homeless	6	0.7%	0.7%	1.1%	6	0.7%	0.7%	1.1%
Immigrant	3	0.3%	0.5%	2.0%	3	0.3%	0.5%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	27.0%	64.5%	0	0.0%	27.1%	64.5%
Military Connected	16	1.8%	2.1%	2.7%	16	1.8%	2.1%	2.7%
At-Risk	278	30.4%	25.7%	49.2%	278	30.4%	25.7%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	19	2.1%	7.1%	21.0%	19	2.1%	7.1%	20.9%
Gifted and Talented Education	61	6.7%	5.4%	8.3%	61	6.7%	5.4%	8.3%
Special Education	75	8.2%	10.9%	11.1%	75	8.2%	11.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	75							
By Type of Primary Disability								
Students with Intellectual Disabilities	47	62.7%	44.9%	42.5%				
Students with Physical Disabilities	*	*	20.1%	21.3%				
Students with Autism	**	**	**	14.1%				
Students with Behavioral Disabilities	16	21.3%	25.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	61	6.9%	6.9%	13.8%				
By Ethnicity:								
African American	2	0.2%	0.4%	2.8%				
Hispanic	13	1.5%	1.8%	7.1%				
White	41	4.7%	4.1%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.1%	0.3%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	0.5%	0.3%	0.4%				
Count and Percent of Special Ed Students who are Mobile	8	11.9%	9.3%	16.5%				
Count and Percent of EB Students/EL who are Mobile	1	7.7%	9.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	6	3.6%	6.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	59	9.0%	11.7%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
CELINA H S (043903001) - CELINA ISD - COLLIN COUNTY

Student Information	--Non-Special Education Rates--			--Special Education Rates--		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	4.3%	1.4%	-	12.5%	4.8%
Grade 1	-	2.8%	1.9%	-	16.7%	3.2%
Grade 2	-	0.6%	1.0%	-	0.0%	1.4%
Grade 3	-	0.0%	0.5%	-	2.6%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.6%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.5%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	0.0%	0.0%	4.7%	5.3%	5.3%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.1	17.7
Grade 1	-	18.0	18.0
Grade 2	-	19.5	18.0
Grade 3	-	19.3	18.2
Grade 4	-	19.0	18.3
Grade 5	-	20.1	19.8
Grade 6	-	18.2	19.4
Secondary:			
English/Language Arts	16.9	17.8	15.7
Foreign Languages	23.4	24.1	17.8
Mathematics	18.5	18.7	16.9
Science	20.4	21.3	17.9
Social Studies	23.7	24.1	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
CELINA H S (043903001) - CELINA ISD - COLLIN COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	73.3	100.0%	100.0%	100.0%
Professional Staff:	68.8	93.9%	63.1%	64.3%
Teachers	56.0	76.4%	49.6%	49.6%
Professional Support	7.9	10.7%	8.0%	10.6%
Campus Administration (School Leadership)	4.9	6.7%	3.1%	3.0%
Educational Aides:	4.5	6.1%	11.5%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	1.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	2.0	n/a	7.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	5.5	7.5%	20.9%	51.5%
Teachers by Ethnicity:				
African American	1.0	1.8%	1.5%	11.1%
Hispanic	2.8	5.0%	7.0%	28.4%
White	50.8	90.8%	89.5%	56.9%
American Indian	1.0	1.8%	1.0%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.4	0.7%	1.0%	1.2%
Teachers by Sex:				
Males	23.4	41.8%	20.5%	23.8%
Females	32.6	58.2%	79.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	38.5	68.8%	75.5%	73.0%
Masters	16.4	29.2%	23.9%	25.0%
Doctorate	1.1	2.0%	0.6%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.6	4.7%	4.0%	6.7%
1-5 Years Experience	9.9	17.6%	15.5%	27.8%
6-10 Years Experience	17.0	30.3%	27.8%	20.3%
11-20 Years Experience	18.8	33.6%	36.8%	29.1%
21-30 Years Experience	5.5	9.8%	13.2%	13.0%
Over 30 Years Experience	2.3	4.0%	2.7%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
CELINA H S (043903001) - CELINA ISD - COLLIN COUNTY

Staff Information	Campus		District	State
	Count	Average Percent		
Number of Students per Teacher	16.3	n/a	14.9	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	4.7	6.4
Average Years Experience of Principals with District	3.0	4.7	5.5
Average Years Experience of Assistant Principals	6.5	5.5	5.5
Average Years Experience of Assistant Principals with District	6.5	5.5	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	13.1	12.8	11.2
Average Years Experience of Teachers with District:	7.1	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,318	\$48,025	\$50,849
1-5 Years Experience	\$51,669	\$50,784	\$53,288
6-10 Years Experience	\$55,980	\$54,475	\$56,282
11-20 Years Experience	\$59,503	\$58,179	\$59,900
21-30 Years Experience	\$66,541	\$64,977	\$64,637
Over 30 Years Experience	\$71,018	\$71,169	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$57,733	\$56,843	\$57,641
Professional Support	\$67,144	\$66,777	\$68,030
Campus Administration (School Leadership)	\$89,692	\$86,760	\$83,424
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	61.0%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	1.8%	4.8%	6.2%
Career and Technical Education	8.3	14.9%	4.8%	5.1%
Compensatory Education	0.0	0.0%	1.5%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	38.8	69.2%	80.5%	71.0%
Special Education	1.5	2.7%	3.3%	9.4%
Other	6.4	11.4%	5.2%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
CELINA H S (043903001) - CELINA ISD - COLLIN COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CELINA PRI (043903103)
CELINA ISD**

Total Enrolled Membership: 252

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$1,803,775	87.02%	\$7,158	\$1,923,097	85.10%	\$7,631
Other Operating	\$91,024	4.39%	\$361	\$158,549	7.02%	\$629
Non-Operating(Equipt/Supplies)	\$178,056	8.59%	\$707	\$178,056	7.88%	\$707
Total Expenditures	\$2,072,855	100.00%	\$8,226	\$2,259,702	100.00%	\$8,967
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$1,321,402	69.74%	\$5,244	\$1,384,317	66.50%	\$5,493
Instructional Res/Media (12) *	\$30,413	1.61%	\$121	\$30,413	1.46%	\$121
Curriculum/Staff Develop (13) *	\$52,971	2.80%	\$210	\$52,971	2.54%	\$210
Instructional Leadership (21) *	\$5,970	0.32%	\$24	\$5,970	0.29%	\$24
School Leadership (23) *	\$239,397	12.63%	\$950	\$258,654	12.43%	\$1,026
Guidance/Counseling Svcs (31) *	\$110,353	5.82%	\$438	\$110,353	5.30%	\$438
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$48,586	2.56%	\$193	\$48,586	2.33%	\$193
Food (35) **	\$0	0.00%	\$0	\$100,127	4.81%	\$397
Extracurricular (36) ***	\$0	0.00%	\$0	\$4,548	0.22%	\$18
Plant Maint/Operation (51) ***	\$85,345	4.50%	\$339	\$85,345	4.10%	\$339
Security/Monitoring (52) ***	\$0	0.00%	\$0	\$0	0.00%	\$0
Data Processing Svcs (53)* **	\$362	0.02%	\$1	\$362	0.02%	\$1
Total Operating Expenditures	\$1,894,799	100.00%	\$7,519	\$2,081,646	100.00%	\$8,261

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CELINA PRI (043903103)
CELINA ISD**

Total Enrolled Membership: 252

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$1,425,500	78.80%	\$5,657	\$1,425,500	76.15%	\$5,657
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$161,343	8.92%	\$640	\$161,343	8.62%	\$640
Accelerated Education	\$872	0.05%	\$3	\$872	0.05%	\$3
Bilingual	\$7,461	0.41%	\$30	\$7,461	0.40%	\$30
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$0	0.00%	\$0	\$62,915	3.36%	\$250
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$121,378	6.71%	\$482	\$121,378	6.48%	\$482
Early Education Allotment	\$92,538	5.12%	\$367	\$92,538	4.94%	\$367
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$1,809,092	100.00%	\$7,179	\$1,872,007	100.00%	\$7,429

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR MARCY B LYKINS EL (043903101)
CELINA ISD**

Total Enrolled Membership: 558

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR O'DELL EL (043903104)
CELINA ISD**

Total Enrolled Membership: 493

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$3,159,097	86.23%	\$6,408	\$3,233,591	84.89%	\$6,559
Other Operating	\$148,034	4.04%	\$300	\$218,881	5.75%	\$444
Non-Operating(Equipt/Supplies)	\$356,577	9.73%	\$723	\$356,577	9.36%	\$723
Total Expenditures	\$3,663,708	100.00%	\$7,431	\$3,809,049	100.00%	\$7,726
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$2,618,462	79.18%	\$5,311	\$2,618,462	75.84%	\$5,311
Instructional Res/Media (12) *	\$28,642	0.87%	\$58	\$28,642	0.83%	\$58
Curriculum/Staff Develop (13) *	\$64,236	1.94%	\$130	\$64,236	1.86%	\$130
Instructional Leadership (21) *	\$12,109	0.37%	\$25	\$12,109	0.35%	\$25
School Leadership (23) *	\$325,073	9.83%	\$659	\$332,231	9.62%	\$674
Guidance/Counseling Svcs (31) *	\$113,888	3.44%	\$231	\$113,888	3.30%	\$231
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$58,930	1.78%	\$120	\$58,930	1.71%	\$120
Food (35) **	\$0	0.00%	\$0	\$125,254	3.63%	\$254
Extracurricular (36) * **	\$1,173	0.04%	\$2	\$14,102	0.41%	\$29
Plant Maint/Operation (51) ***	\$84,393	2.55%	\$171	\$84,393	2.44%	\$171
Security/Monitoring (52) ***	\$0	0.00%	\$0	\$0	0.00%	\$0
Data Processing Svcs (53)* **	\$225	0.01%	\$0	\$225	0.01%	\$0
Total Operating Expenditures	\$3,307,131	100.00%	\$6,708	\$3,452,472	100.00%	\$7,003

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR O'DELL EL (043903104)
CELINA ISD**

Total Enrolled Membership: 493

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$2,358,397	73.21%	\$4,784	\$2,358,397	73.21%	\$4,784
Gifted & Talented	\$2,410	0.07%	\$5	\$2,410	0.07%	\$5
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$422,220	13.11%	\$856	\$422,220	13.11%	\$856
Accelerated Education	\$164,292	5.10%	\$333	\$164,292	5.10%	\$333
Bilingual	\$111,492	3.46%	\$226	\$111,492	3.46%	\$226
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$92,407	2.87%	\$187	\$92,407	2.87%	\$187
Dyslexia or Related Disorder Serv	\$70,122	2.18%	\$142	\$70,122	2.18%	\$142
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$3,221,340	100.00%	\$6,534	\$3,221,340	100.00%	\$6,534

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR O'DELL EL (043903104)
CELINA ISD**

Total Enrolled Membership: 493

Note: Some amounts may not total due to rounding.

- * Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- ** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR MARCY B LYKINS EL (043903101)
CELINA ISD**

Total Enrolled Membership: 558

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$3,703,550	86.97%	\$6,637	\$3,862,760	85.34%	\$6,923
Other Operating	\$151,829	3.57%	\$272	\$260,749	5.76%	\$467
Non-Operating(Equipt/Supplies)	\$402,973	9.46%	\$722	\$402,973	8.90%	\$722
Total Expenditures	\$4,258,352	100.00%	\$7,631	\$4,526,482	100.00%	\$8,112
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$3,053,519	79.20%	\$5,472	\$3,168,578	76.84%	\$5,678
Instructional Res/Media (12) *	\$34,892	0.91%	\$63	\$34,892	0.85%	\$63
Curriculum/Staff Develop (13) *	\$67,855	1.76%	\$122	\$67,855	1.65%	\$122
Instructional Leadership (21) *	\$13,704	0.36%	\$25	\$13,704	0.33%	\$25
School Leadership (23) *	\$329,367	8.54%	\$590	\$348,596	8.45%	\$625
Guidance/Counseling Svcs (31) *	\$117,468	3.05%	\$211	\$117,468	2.85%	\$211
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$49,301	1.28%	\$88	\$49,301	1.20%	\$88
Food (35) **	\$0	0.00%	\$0	\$124,455	3.02%	\$223
Extracurricular (36) ***	\$1,276	0.03%	\$2	\$10,663	0.26%	\$19
Plant Maint/Operation (51) ***	\$187,737	4.87%	\$336	\$187,737	4.55%	\$336
Security/Monitoring (52) ***	\$0	0.00%	\$0	\$0	0.00%	\$0
Data Processing Svcs (53)* **	\$260	0.01%	\$0	\$260	0.01%	\$0
Total Operating Expenditures	\$3,855,379	100.00%	\$6,909	\$4,123,509	100.00%	\$7,390

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR MARCY B LYKINS EL (043903101)
CELINA ISD**

Total Enrolled Membership: 558

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$2,740,025	74.74%	\$4,910	\$2,740,025	72.47%	\$4,910
Gifted & Talented	\$2,509	0.07%	\$4	\$2,509	0.07%	\$4
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$368,716	10.06%	\$661	\$368,716	9.75%	\$661
Accelerated Education	\$290,087	7.91%	\$520	\$291,423	7.71%	\$522
Bilingual	\$155,723	4.25%	\$279	\$155,837	4.12%	\$279
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$0	0.00%	\$0	\$113,609	3.00%	\$204
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$37,608	1.03%	\$67	\$37,608	0.99%	\$67
Early Education Allotment	\$71,438	1.95%	\$128	\$71,438	1.89%	\$128
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$3,666,106	100.00%	\$6,570	\$3,781,165	100.00%	\$6,776

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CELINA J H (043903041)
CELINA ISD**

Total Enrolled Membership: 668

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$4,431,455	86.52%	\$6,634	\$4,522,026	83.70%	\$6,770
Other Operating	\$267,810	5.23%	\$401	\$458,227	8.48%	\$686
Non-Operating(Equipt/Supplies)	\$422,628	8.25%	\$633	\$422,628	7.82%	\$633
Total Expenditures	\$5,121,893	100.00%	\$7,668	\$5,402,881	100.00%	\$8,088
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$3,381,000	71.95%	\$5,061	\$3,381,000	67.89%	\$5,061
Instructional Res/Media (12) *	\$66,839	1.42%	\$100	\$66,839	1.34%	\$100
Curriculum/Staff Develop (13) *	\$70,411	1.50%	\$105	\$70,411	1.41%	\$105
Instructional Leadership (21) *	\$14,174	0.30%	\$21	\$14,174	0.28%	\$21
School Leadership (23) *	\$582,396	12.39%	\$872	\$591,046	11.87%	\$885
Guidance/Counseling Svcs (31) *	\$123,679	2.63%	\$185	\$123,679	2.48%	\$185
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$56,490	1.20%	\$85	\$56,490	1.13%	\$85
Food (35) **	\$0	0.00%	\$0	\$181,530	3.64%	\$272
Extracurricular (36) ***	\$162,465	3.46%	\$243	\$253,273	5.09%	\$379
Plant Maint/Operation (51) ***	\$222,828	4.74%	\$334	\$222,828	4.47%	\$334
Security/Monitoring (52) ***	\$0	0.00%	\$0	\$0	0.00%	\$0
Data Processing Svcs (53)* **	\$18,983	0.40%	\$28	\$18,983	0.38%	\$28
Total Operating Expenditures	\$4,699,265	100.00%	\$7,035	\$4,980,253	100.00%	\$7,455

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CELINA J H (043903041)
CELINA ISD**

Total Enrolled Membership: 668

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$3,250,880	75.69%	\$4,867	\$3,250,880	75.69%	\$4,867
Gifted & Talented	\$13,703	0.32%	\$21	\$13,703	0.32%	\$21
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$478,215	11.13%	\$716	\$478,215	11.13%	\$716
Accelerated Education	\$456,208	10.62%	\$683	\$456,208	10.62%	\$683
Bilingual	\$57,038	1.33%	\$85	\$57,038	1.33%	\$85
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$38,945	0.91%	\$58	\$38,945	0.91%	\$58
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$4,294,989	100.00%	\$6,430	\$4,294,989	100.00%	\$6,430

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CELINA J H (043903041)
CELINA ISD**

Total Enrolled Membership: 668

Note: Some amounts may not total due to rounding.

- * Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- ** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CELINA H S (043903001)
CELINA ISD**

Total Enrolled Membership: 849

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$6,452,844	81.52%	\$7,601	\$6,604,421	76.56%	\$7,779
Other Operating	\$945,991	11.95%	\$1,114	\$1,505,391	17.45%	\$1,773
Non-Operating(Equipt/Supplies)	\$516,592	6.53%	\$608	\$516,592	5.99%	\$608
Total Expenditures	\$7,915,427	100.00%	\$9,323	\$8,626,404	100.00%	\$10,161
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$4,966,549	67.13%	\$5,850	\$4,966,549	61.24%	\$5,850
Instructional Res/Media (12) *	\$83,447	1.13%	\$98	\$83,447	1.03%	\$98
Curriculum/Staff Develop (13) *	\$71,330	0.96%	\$84	\$74,170	0.91%	\$87
Instructional Leadership (21) *	\$16,299	0.22%	\$19	\$16,299	0.20%	\$19
School Leadership (23) *	\$492,212	6.65%	\$580	\$514,658	6.35%	\$606
Guidance/Counseling Svcs (31) *	\$332,708	4.50%	\$392	\$332,708	4.10%	\$392
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$67,073	0.91%	\$79	\$67,073	0.83%	\$79
Food (35) **	\$0	0.00%	\$0	\$243,260	3.00%	\$287
Extracurricular (36) ***	\$1,060,911	14.34%	\$1,250	\$1,503,342	18.54%	\$1,771
Plant Maint/Operation (51) ***	\$308,306	4.17%	\$363	\$308,306	3.80%	\$363
Security/Monitoring (52) ***	\$0	0.00%	\$0	\$0	0.00%	\$0
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$7,398,835	100.00%	\$8,715	\$8,109,812	100.00%	\$9,552

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CELINA H S (043903001)
CELINA ISD**

Total Enrolled Membership: 849

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$4,000,699	66.35%	\$4,712	\$4,000,699	66.35%	\$4,712
Gifted & Talented	\$21,007	0.35%	\$25	\$21,007	0.35%	\$25
Career & Technical	\$1,001,910	16.62%	\$1,180	\$1,001,910	16.62%	\$1,180
Students with Disabilities	\$390,319	6.47%	\$460	\$390,319	6.47%	\$460
Accelerated Education	\$297,113	4.93%	\$350	\$297,113	4.93%	\$350
Bilingual	\$18,267	0.30%	\$22	\$18,267	0.30%	\$22
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$14,896	0.25%	\$18	\$14,896	0.25%	\$18
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$44,024	0.73%	\$52	\$44,024	0.73%	\$52
CCMR	\$241,383	4.00%	\$284	\$241,383	4.00%	\$284
Total Operating Expenditures	\$6,029,618	100.00%	\$7,102	\$6,029,618	100.00%	\$7,102

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CELINA H S (043903001)
CELINA ISD**

Total Enrolled Membership: 849

Note: Some amounts may not total due to rounding.

- * Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- ** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.

**2019 - 2020 Actual Financial Data
Totals for CELINA ISD (043903)
Total Enrolled Membership: 2,821**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$16,853,993	60.73%	\$5,974	\$16,853,993	56.66%	\$5,974	\$25,533,913,274	43.11%	\$4,660
State Operating Funds	\$9,287,013	33.47%	\$3,292	\$9,454,448	31.79%	\$3,351	\$24,198,968,656	40.86%	\$4,417
Federal Funds	\$16,760	0.06%	\$6	\$706,909	2.38%	\$251	\$7,015,215,596	11.84%	\$1,280
Other Local	\$1,592,398	5.74%	\$564	\$2,729,496	9.18%	\$968	\$2,483,070,133	4.19%	\$453
Total Operating Revenue	\$27,750,164	100.00%	\$9,837	\$29,744,846	100.00%	\$10,544	\$59,231,167,659	100.00%	\$10,811
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$8,095,196	77.90%	\$2,870	\$7,988,017,723	85.75%	\$1,458
State Assistance for Debt Service	\$0	0.00%	\$0	\$68,827	0.66%	\$24	\$417,799,545	4.49%	\$76
Other Receipts (excluding debt service financing)	\$2,062,138	100.00%	\$731	\$2,227,138	21.43%	\$789	\$909,418,245	9.76%	\$166
Total Other Revenue	\$2,062,138	100.00%	\$731	\$10,391,161	100.00%	\$3,684	\$9,315,235,513	100.00%	\$1,700
Subtotal: Operating and Other Revenue	\$29,812,302	100.00%	\$10,568	\$40,136,007	100.00%	\$14,228	\$68,546,403,172	100.00%	\$12,511
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	100.00%	\$476
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	100.00%	\$476
Subtotal: Operating, Other and Recaptured Revenue	\$29,812,302	100.00%	\$10,568	\$40,136,007	100.00%	\$14,228	\$71,156,992,275	100.00%	\$12,988
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$265,537	16.49%	\$94	\$6,707,981,130	72.89%	\$1,224
Estimated State TRS Contributions	\$1,314,913	100.00%	\$466	\$1,344,905	83.51%	\$477	\$2,495,227,887	27.11%	\$455
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$1,314,913	100.00%	\$466	\$1,610,442	100.00%	\$571	\$9,203,209,017	100.00%	\$1,680
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$31,127,215	100.00%	\$11,034	\$41,746,449	100.00%	\$14,798	\$77,749,612,189	100.00%	\$14,191
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$23,126,856	86.87%	\$8,198	\$23,905,357	83.06%	\$8,474	\$45,632,220,765	80.04%	\$8,329
Professional & Contracted Services (Object 62xx)	\$1,869,436	7.02%	\$663	\$2,012,609	6.99%	\$713	\$5,127,350,907	8.99%	\$936

**2019 - 2020 Actual Financial Data
Totals for CELINA ISD (043903)
Total Enrolled Membership: 2,821**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$1,050,316	3.95%	\$372	\$2,250,528	7.82%	\$798	\$4,914,857,654	8.62%	\$897
Other Operating Expenditures (Object 64xx)	\$575,563	2.16%	\$204	\$610,997	2.12%	\$217	\$1,339,390,963	2.35%	\$244
Total Operating Expenditures by Object	\$26,622,171	100.00%	\$9,437	\$28,779,491	100.00%	\$10,202	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	\$699,828	26.29%	\$248	\$8,122,797	16.69%	\$2,879	\$9,524,076,242	47.61%	\$1,738
Capital Outlay(Object 66xx)	\$1,962,428	73.71%	\$696	\$40,537,476	83.31%	\$14,370	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Object	\$2,662,256	100.00%	\$944	\$48,660,273	100.00%	\$17,249	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Object	\$29,284,427	100.00%	\$10,381	\$77,439,764	100.00%	\$27,451	\$77,019,760,233	100.00%	\$14,058
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	\$15,340,932	57.62%	\$5,438	\$15,708,044	54.58%	\$5,568	\$32,482,839,029	56.97%	\$5,929
Instructional Resources & Media Services (Function 12)	\$244,233	0.92%	\$87	\$244,233	0.85%	\$87	\$620,523,428	1.09%	\$113
Curriculum & Staff Development (Function 13)	\$326,803	1.23%	\$116	\$329,643	1.15%	\$117	\$1,283,086,493	2.25%	\$234
Instructional Leadership (Function 21)	\$62,256	0.23%	\$22	\$62,256	0.22%	\$22	\$945,108,506	1.66%	\$173
School Leadership (Function 23)	\$1,968,445	7.39%	\$698	\$2,045,185	7.11%	\$725	\$3,397,560,197	5.96%	\$620
Guidance Counseling Services (Function 31)	\$798,096	3.00%	\$283	\$798,096	2.77%	\$283	\$2,204,295,228	3.87%	\$402
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$173,240,994	0.30%	\$32
Health Services (Function 33)	\$280,380	1.05%	\$99	\$280,380	0.97%	\$99	\$608,875,388	1.07%	\$111
Transportation (Function 34)	\$1,150,127	4.32%	\$408	\$1,150,127	4.00%	\$408	\$1,625,400,170	2.85%	\$297
Food Services (Function 35)	\$0	0.00%	\$0	\$1,016,917	3.53%	\$360	\$2,839,750,491	4.98%	\$518
Extracurricular (Function 36)	\$1,310,407	4.92%	\$465	\$1,870,510	6.50%	\$663	\$1,574,298,616	2.76%	\$287
General Administration (Function 41,92)	\$1,328,154	4.99%	\$471	\$1,336,152	4.64%	\$474	\$1,833,390,327	3.22%	\$335
Facilities Maintenance & Operations (Function 51)	\$2,991,154	11.24%	\$1,060	\$3,116,764	10.83%	\$1,105	\$5,475,939,693	9.60%	\$999
Security & Monitoring Services (Function 52)	\$303,152	1.14%	\$107	\$303,152	1.05%	\$107	\$621,397,805	1.09%	\$113
Data Processing Services (Function 53)	\$518,032	1.95%	\$184	\$518,032	1.80%	\$184	\$1,049,981,008	1.84%	\$192
Community Services (Function 61)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$278,132,916	0.49%	\$51
Total Operating Expenditures by Function	\$26,622,171	100.00%	\$9,437	\$28,779,491	100.00%	\$10,202	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$699,828	26.29%	\$248	\$8,122,797	16.69%	\$2,879	\$9,524,076,242	47.61%	\$1,738

**2019 - 2020 Actual Financial Data
Totals for CELINA ISD (043903)
Total Enrolled Membership: 2,821**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$1,962,428	73.71%	\$696	\$40,537,476	83.31%	\$14,370	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Function	\$2,662,256	100.00%	\$944	\$48,660,273	100.00%	\$17,249	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Function	\$29,284,427	100.00%	\$10,381	\$77,439,764	100.00%	\$27,451	\$77,019,760,233	100.00%	\$14,058
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$13,775,699	51.75%	\$4,883	\$13,936,218	48.42%	\$4,940	\$24,808,865,963	43.51%	\$4,528
Gifted and Talented (PIC 21)	\$39,629	0.15%	\$14	\$39,629	0.14%	\$14	\$407,970,018	0.72%	\$74
Career and Technical (PIC 22)	\$1,020,965	3.84%	\$362	\$1,020,965	3.55%	\$362	\$1,848,729,587	3.24%	\$337
Students with Disabilities (PICs 23,33)	\$1,820,813	6.84%	\$645	\$1,820,813	6.33%	\$645	\$7,124,984,870	12.50%	\$1,300
State Compensatory Education (PICs 24,26,28,29,30,34)	\$1,208,572	4.54%	\$428	\$1,386,432	4.82%	\$491	\$4,961,252,070	8.70%	\$906
Bilingual (PICs 25,35)	\$438,117	1.65%	\$155	\$446,415	1.55%	\$158	\$666,494,835	1.17%	\$122
High School Allotment (PIC 31)	\$14,896	0.06%	\$5	\$14,896	0.05%	\$5	\$198,008,871	0.35%	\$36
PreKindergarten (PIC 32)	\$70,850	0.27%	\$25	\$70,850	0.25%	\$25	\$556,180,368	0.98%	\$102
Early Education Allotment (PIC 36)	\$256,383	0.96%	\$91	\$256,383	0.89%	\$91	\$817,733,874	1.66%	\$149
Dyslexia or Related Disorder Services (PIC 37)	\$153,091	0.58%	\$54	\$153,091	0.53%	\$54	\$247,840,811	0.50%	\$45
College, Career, and Military Readiness (CCMR) (PIC 38)	\$241,383	0.91%	\$86	\$241,383	0.84%	\$86	\$225,233,881	0.46%	\$41
Athletics/Related Activities (PIC 91)	\$1,188,344	4.46%	\$421	\$1,443,214	5.01%	\$512	\$1,079,705,932	1.89%	\$197
Un-Allocated (PIC 99)	\$6,393,429	24.02%	\$2,266	\$7,949,202	27.62%	\$2,818	\$14,070,819,209	24.68%	\$2,568
Total Operating Expenditures by Program Intent Code (PIC)	\$26,622,171	100.00%	\$9,437	\$28,779,491	100.00%	\$10,202	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$699,828	26.29%	\$248	\$8,122,797	16.69%	\$2,879	\$9,524,076,242	47.61%	\$1,738
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$1,962,428	73.71%	\$696	\$40,537,476	83.31%	\$14,370	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$2,662,256	100.00%	\$944	\$48,660,273	100.00%	\$17,249	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$29,284,427	100.00%	\$10,381	\$77,439,764	100.00%	\$27,451	\$77,019,760,233	100.00%	\$14,058
Disbursements									
Total Disbursements									

**2019 - 2020 Actual Financial Data
Totals for CELINA ISD (043903)
Total Enrolled Membership: 2,821**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Operating Expenditures	\$26,622,171	87.75%	\$9,437	\$28,779,491	36.66%	\$10,202	\$57,013,820,289	70.09%	\$10,406
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	3.21%	\$476
Total Other Uses	\$165,000	0.54%	\$58	\$165,000	0.21%	\$58	\$1,065,828,545	1.31%	\$195
Intergovernmental Charge	\$890,398	2.93%	\$316	\$890,398	1.13%	\$316	\$647,236,702	0.80%	\$118
Debt Service (Object 6500)	\$699,828	2.31%	\$248	\$8,122,797	10.35%	\$2,879	\$9,524,076,242	11.71%	\$1,738
Capital Projects (Object 6600)	\$1,962,428	6.47%	\$696	\$40,537,476	51.64%	\$14,370	\$10,481,863,702	12.89%	\$1,913
Total Disbursements	\$30,339,825	100.00%	\$10,755	\$78,495,162	100.00%	\$27,825	\$81,343,414,583	100.00%	\$14,847

Tax Rates

2019 - 2020 (current tax year) Tax Rates

Maintenance & Operations				1.0489			1.0164		
Interest & Sinking				0.5000			0.2221		
Total Tax Rate				1.5489			1.2384		

Fund Balance**

Fund Balance

Nonspendable Fund Balance	\$0		\$0	\$0		\$0	\$616,400,402		\$120
Restricted Fund Balance	\$0		\$0	\$18,577,919		\$6,586	\$19,313,845,455		\$3,756
Committed Fund Balance	\$2,441,718		\$866	\$2,441,718		\$866	\$3,524,709,206		\$685
Assigned Fund Balance	\$0		\$0	\$0		\$0	\$3,414,948,929		\$664
Unassigned Fund Balance	\$6,142,825		\$2,178	\$6,142,825		\$2,178	\$15,296,929,974		\$2,975
Total Fund Balance**	\$8,584,543		\$3,043	\$27,162,462		\$9,629	\$42,166,833,966		\$8,200

Fund Balance Reconciliation

2018-2019 Total Fund Balance (Previous Year)	\$7,797,175		\$2,869	\$23,487,448		\$8,641	\$39,112,172,860		\$7,670
2019-2020 Excess (Deficiency) Operating Expenditures	\$-1,109,770		\$-393	\$-38,652,661		\$-13,702	\$-8,388,390,544		\$-1,631
2019-2020 Excess (Deficiency) Non-Operating Expenditures	\$1,897,138		\$673	\$42,327,675		\$15,004	\$11,239,274,781		\$2,186
2019-2020 Uncommon Items	\$0		\$0	\$0		\$0	\$203,776,869		\$40
2019-2020 Total Fund Balance	\$8,584,543		\$3,043	\$27,162,462		\$9,629	\$42,166,833,966		\$8,200

2020 - 2021 Budgeted Financial Data
Totals for CELINA ISD (043903)
Total Enrolled Membership: 2,956

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Revenues						
Operating Revenue						
Local Property Tax from M&O (excluding recapture)	\$18,199,047	60.73%	\$6,157	\$18,199,047	58.69%	\$6,157
State Operating Funds	\$10,148,433	33.87%	\$3,433	\$10,152,533	32.74%	\$3,435
Federal Funds	\$128,800	0.43%	\$44	\$519,719	1.68%	\$176
Other Local	\$1,490,542	4.97%	\$504	\$2,136,066	6.89%	\$723
Total Operating Revenue	\$29,966,822	100.00%	\$10,138	\$31,007,365	100.00%	\$10,490
Other Revenue						
Local Property Tax from I&S	\$0	0.00%	\$0	\$9,358,283	100.00%	\$3,166
State Assistance for Debt Service	\$0	0.00%	\$0	\$0	0.00%	\$0
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Other Revenue	\$0	0.00%	\$0	\$9,358,283	100.00%	\$3,166
Subtotal: Operating and Other Revenue	\$29,966,822	100.00%	\$10,138	\$40,365,648	100.00%	\$13,655
Recapture Revenue						
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0
Subtotal: Operating, Other and Recaptured Revenue	\$29,966,822	100.00%	\$10,138	\$40,365,648	100.00%	\$13,655
Debt Service Financing and TRS Estimate Revenue						
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$2,666,695	65.45%	\$902
Estimated State TRS Contributions	\$1,374,565	100.00%	\$465	\$1,407,569	34.55%	\$476
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$1,374,565	100.00%	\$465	\$4,074,264	100.00%	\$1,378
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$31,341,387	100.00%	\$10,603	\$44,439,912	100.00%	\$15,034
Expenditures						
Operating Expenditures by Object (61xx-64xx only)						
Payroll Expenditures (Object 61xx)	\$25,748,038	85.66%	\$8,710	\$26,366,454	84.69%	\$8,920
Professional & Contracted Services (Object 62xx)	\$2,337,178	7.78%	\$791	\$2,406,476	7.73%	\$814
Supplies & Materials (Object 63xx)	\$1,251,320	4.16%	\$423	\$1,629,153	5.23%	\$551

2020 - 2021 Budgeted Financial Data
Totals for CELINA ISD (043903)
Total Enrolled Membership: 2,956

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Other Operating Expenditures (Object 64xx)	\$721,850	2.40%	\$244	\$729,850	2.34%	\$247
Total Operating Expenditures by Object	\$30,058,386	100.00%	\$10,169	\$31,131,933	100.00%	\$10,532
Non-Operating Expenditures by Object						
Debt Services(Object 65xx)	\$699,890	81.09%	\$237	\$10,271,673	98.44%	\$3,475
Capital Outlay(Object 66xx)	\$163,235	18.91%	\$55	\$163,235	1.56%	\$55
Total Non-Operating Expenditures by Object	\$863,125	100.00%	\$292	\$10,434,908	100.00%	\$3,530
Grand Total: Operating and Non-Operating Expenditures by Object	\$30,921,511	100.00%	\$10,461	\$41,566,841	100.00%	\$14,062
Operating Expenditures by Function (61xx-64xx only)						
Instruction(Function 11,95)	\$17,646,764	58.71%	\$5,970	\$17,646,764	56.68%	\$5,970
Instructional Resources & Media Services (Function 12)	\$257,070	0.86%	\$87	\$257,070	0.83%	\$87
Curriculum & Staff Development (Function 13)	\$420,427	1.40%	\$142	\$420,427	1.35%	\$142
Instructional Leadership (Function 21)	\$65,648	0.22%	\$22	\$65,648	0.21%	\$22
School Leadership (Function 23)	\$2,115,418	7.04%	\$716	\$2,115,418	6.80%	\$716
Guidance Counseling Services (Function 31)	\$811,772	2.70%	\$275	\$811,772	2.61%	\$275
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (Function 33)	\$292,306	0.97%	\$99	\$292,306	0.94%	\$99
Transportation (Function 34)	\$1,406,167	4.68%	\$476	\$1,406,167	4.52%	\$476
Food Services (Function 35)	\$0	0.00%	\$0	\$1,073,547	3.45%	\$363
Extracurricular (Function 36)	\$1,306,194	4.35%	\$442	\$1,306,194	4.20%	\$442
General Administration (Function 41,92)	\$1,484,766	4.94%	\$502	\$1,484,766	4.77%	\$502
Facilities Maintenance & Operations (Function 51)	\$3,259,158	10.84%	\$1,103	\$3,259,158	10.47%	\$1,103
Security & Monitoring Services (Function 52)	\$387,029	1.29%	\$131	\$387,029	1.24%	\$131
Data Processing Services (Function 53)	\$605,667	2.01%	\$205	\$605,667	1.95%	\$205
Community Services (Function 61)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures by Function	\$30,058,386	100.00%	\$10,169	\$31,131,933	100.00%	\$10,532
Non-Operating Expenditures by Function						
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$699,890	81.09%	\$237	\$10,271,673	98.44%	\$3,475
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$163,235	18.91%	\$55	\$163,235	1.56%	\$55

**2020 - 2021 Budgeted Financial Data
Totals for CELINA ISD (043903)
Total Enrolled Membership: 2,956**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Function	\$863,125	100.00%	\$292	\$10,434,908	100.00%	\$3,530
Grand Total: Operating and Non-Operating Expenditures by Function	\$30,921,511	100.00%	\$10,461	\$41,566,841	100.00%	\$14,062
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)						
Basic Educational Services (PIC 11)	\$15,974,964	53.15%	\$5,404	\$15,974,964	51.31%	\$5,404
Gifted and Talented (PIC 21)	\$40,733	0.14%	\$14	\$40,733	0.13%	\$14
Career and Technical (PIC 22)	\$1,125,230	3.74%	\$381	\$1,125,230	3.61%	\$381
Students with Disabilities (PICs 23,33)	\$1,959,859	6.52%	\$663	\$1,959,859	6.30%	\$663
State Compensatory Education (PICs 24,26,28,29,30,34)	\$1,380,109	4.59%	\$467	\$1,380,109	4.43%	\$467
Bilingual (PICs 25,35)	\$473,552	1.58%	\$160	\$473,552	1.52%	\$160
High School Allotment (PIC 31)	\$5,209	0.02%	\$2	\$5,209	0.02%	\$2
PreKindergarten (PIC 32)	\$81,888	0.27%	\$28	\$81,888	0.26%	\$28
Early Education Allotment (PIC 36)	\$148,730	0.49%	\$50	\$148,730	0.48%	\$50
Dyslexia or Related Disorder Services (PIC 37)	\$156,278	0.52%	\$53	\$156,278	0.50%	\$53
College, Career, and Military Readiness (CCMR) (PIC 38)	\$286,053	0.95%	\$97	\$286,053	0.92%	\$97
Athletics/Related Activities (PIC 91)	\$1,158,117	3.85%	\$392	\$1,158,117	3.72%	\$392
Un-Allocated (PIC 99)	\$7,267,664	24.18%	\$2,459	\$8,341,211	26.79%	\$2,822
Total Operating Expenditures by Program Intent Code (PIC)	\$30,058,386	100.00%	\$10,169	\$31,131,933	100.00%	\$10,532
Non-Operating Expenditures by PIC						
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$699,890	81.09%	\$237	\$10,271,673	98.44%	\$3,475
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$163,235	18.91%	\$55	\$163,235	1.56%	\$55
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$863,125	100.00%	\$292	\$10,434,908	100.00%	\$3,530
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$30,921,511	100.00%	\$10,461	\$41,566,841	100.00%	\$14,062
Disbursements						
Total Disbursements						
Operating Expenditures	\$30,058,386	94.09%	\$10,169	\$31,131,933	73.10%	\$10,532
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020 - 2021 Budgeted Financial Data
Totals for CELINA ISD (043903)
Total Enrolled Membership: 2,956**

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0
Intergovernmental Charge	\$1,024,000	3.21%	\$346	\$1,024,000	2.40%	\$346
Debt Service (Object 6500)	\$699,890	2.19%	\$237	\$10,271,673	24.12%	\$3,475
Capital Projects (Object 6600)	\$163,235	0.51%	\$55	\$163,235	0.38%	\$55
Total Disbursements	\$31,945,511	100.00%	\$10,807	\$42,590,841	100.00%	\$14,408



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 / [To The Administrator Addressed Correspondence \(/about-tea/news-and-multimedia/correspondence\)](#)

2021-2022 Assignment of Accreditation Statuses

 [2021-2022-assignment-of-accreditation-statuses.pdf \(https://tea.texas.gov/sites/default/files/2021-2022-assignment-of-accreditation-statuses.pdf\)](https://tea.texas.gov/sites/default/files/2021-2022-assignment-of-accreditation-statuses.pdf) 189.3 KB

Date:	January 20, 2022
Subject:	2021-2022 Assignment of Accreditation Statuses
Category:	Accreditation
Next Steps:	Share with Appropriate Staff

The assignment of district and charter school accreditation statuses is authorized by Texas Education Code (TEC), Chapter 39, Public School System Accountability, and 19 Texas Administrative Code (TAC), Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions. The rules define the accreditation statuses of Accredited, Accredited-Warning, Accredited-Probation, and Not Accredited-Revoked and describe how accreditation statuses are determined and assigned.

These rules may be viewed at the *Texas Administrative Code* (<https://tea.texas.gov/sites/default/files/ch097ee.pdf>) link available at <https://tea.texas.gov/sites/default/files/ch097ee.pdf> (<https://tea.texas.gov/sites/default/files/ch097ee.pdf>), and additional information regarding the assignment of accreditation statuses to districts and charter schools can be found on the *Accreditation Status* homepage of the Texas Education Agency (TEA or agency) website at <http://tea.texas.gov/accred-status/> (<http://www.tea.state.tx.us/accredstatus>).

Recognizing the ongoing impact of COVID-19 and the unique challenges schools faced during the past school year, the agency did not issue A-F accountability ratings for the 2020–2021 school year. Pursuant to 19 TAC §97.1055(a)(13) when a rating of *Not Rated* or similar rating is issued to a school district, the commissioner of education (Commissioner) may withhold the assignment of an accreditation status. The

Commissioner has decided not to assign accreditation statuses until the 2022-2023 school year under the authority of 19 TAC §97.1055. For purposes of determining multiple years of academically unacceptable or insufficient performance, the academic accountability ratings issued for the 2018-2019 school year and the 2021-2022 school year are consecutive. 19 TAC §97.1055(a)(10). In addition, the accreditation statuses issued for the 2019-2020 school year and for the 2022-2023 school year are consecutive, per 19 TAC §97.1055(a)(12).

Districts, including charter schools, that would have been assigned a status of Accredited-Warning, Accredited-Probation, or Not Accredited-Revoked for the 2021-2022 school year due to the ratings assigned to the district in the state's financial accountability system will receive separate correspondence from the TEA detailing required next steps.

We appreciate the ongoing support of districts during the COVID-19 public health crisis. If you have questions, please contact the Division of Accreditation and Enforcement at (512) 463-5899 or via e-mail at accred@tea.texas.gov (<mailto:accred@tea.texas.gov>).

Sincerely,

Jeff Cottrill

Deputy Commissioner of Governance & Accountability

Celina Independent School District
District Improvement Plan
2020-2021












Priorities

Priority 1: Community

Strategic Objective 1: Expand opportunities for involvement of all families.

Evaluation Data Sources:

- % of community satisfied with opportunities based on survey
- # of programs offered to ensure and increase per year at each campus
- # of communicated volunteer opportunities
- # of participants at family events

Strategy 1 Details	Reviews			
<p>Strategy 1: Support campus parent and family engagement by promoting scheduled opportunities and utilizing parent volunteers in district and campus initiatives such as SHAC, Watch Dog Dads, SBDM committee, Principal and counselor coffee and tea, meet the teacher, open house, new parent meeting, college and career nights, etc. We will ensure communication materials are translated to include non-English speaking parents in community engagement activities.</p> <p>Strategy's Expected Result/Impact: Increased community involvement.</p> <p>Staff Responsible for Monitoring: Community Liaisons, and campus administrators.</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.2</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Dedicate a designated area at each campus to encourage volunteerism (Strategic Plan, Priority 1, Objective 1, Action Step 2, year 4 implementation).</p> <p>Strategy's Expected Result/Impact: It is expected to encourage parent volunteerism at each campus.</p> <p>Staff Responsible for Monitoring: Assist. Supt. of Maintenance and Operations</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategic Objective 1 Problem Statements:









Perceptions





Problem Statement 1: Based on our annual community climate surveys, the community feels there is inconsistency in communication from the district. **Root Cause:** Our district does not have a common or district-wide communication system in place.

Priority 1: Community

Strategic Objective 2: Implement career exploration programs in partnership with the community.

Evaluation Data Sources: % of students involved in mentorships, internships, apprenticeships and shadowing

Strategy 1 Details	Reviews			
<p>Strategy 1: Create an advisory committee to explore alternate career program with businesses (Strategic Plan, Priority 1, Objective 2, Action Step 1, implementation years 3-4). Strategy's Expected Result/Impact: Increased participation of community businesses in support of career exploration for student growth. Staff Responsible for Monitoring: CTE director. Schoolwide and Targeted Assisted Title I Elements: 2.5</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop internship, shadow and apprenticeship opportunities with regional businesses (Strategic Plan, Priority 1, Objective 2, Action Step 1, implementation year 4). Strategy's Expected Result/Impact: More students will engage in internships that may lead to career choices. Staff Responsible for Monitoring: CTE Director Schoolwide and Targeted Assisted Title I Elements: 2.6</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Expand a one-on-one student-business mentorship program to provide real world experiences for students (Strategic Plan, Priority 1, Objective 2, Action Step 3, implementation year 3-4). Strategy's Expected Result/Impact: It is expected to increase the number of students engaged in internships with local businesses. Staff Responsible for Monitoring: CTE Director Schoolwide and Targeted Assisted Title I Elements: 2.5</p>	Formative			Summative
	Sept	Nov	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Explore and secure grants in partnership with community organizations, local colleges, and businesses (Strategic Plan, Priority 1, Objective 2, Action Step 4, implementation year 2).</p> <p>Strategy's Expected Result/Impact: Grants will enable the district to provide additional resources for CTE courses in order to expand offerings.</p> <p>Staff Responsible for Monitoring: Parent Community Liaison</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5</p>	Formative			Summative
	Sept	Nov	Mar	June
	15%	50%		→
Strategy 5 Details	Reviews			
<p>Strategy 5: Design and implement a career exploration model to increase student awareness of business and civic responsibilities/skills (Strategic Plan, Priority 1, Objective 2, Action Step 5, implementation year 4).</p> <p>Strategy's Expected Result/Impact: CISD will develop multiple relationships with local companies for student internship placement.</p> <p>Staff Responsible for Monitoring: CTE Director</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5</p>	Formative			Summative
	Sept	Nov	Mar	June
	10%			→
Strategy 6 Details	Reviews			
<p>Strategy 6: Further expand partnerships with area Community College and other licensure and certification programs to provide opportunities for students in licensure and certification upon graduation (Strategic Plan, Priority 1, Objective 2, Action Step 6, implementation year 4).</p> <p>Strategy's Expected Result/Impact: This partnership will provide a transition to more certification courses within and beyond high school.</p> <p>Staff Responsible for Monitoring: CTE Director</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Mar	June
	15%	10%	50%	→
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 1: Community

Strategic Objective 3: Build relationships between the district and community organizations.

Evaluation Data Sources: # of district personnel on city educational committees
of community organization volunteers at campuses











Strategy 1 Details	Reviews			
<p>Strategy 1: Expand new and existing relationships with community organizations through a defined partnership/sponsorship program (Strategic Plan). Strategy's Expected Result/Impact: More opportunities for students to engage with internships to connect learning to college and career. Staff Responsible for Monitoring: CTE Director and High school principal.</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Expand new opportunities for students in staff sponsored after school clubs (Strategic Plan, Priority 1, Objective 3, Action Step 3, implementation year 3). Strategy's Expected Result/Impact: Increase the number of student clubs that provide additional was for students to get involved in areas of interest and leadership. Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services Schoolwide and Targeted Assisted Title I Elements: 2.5</p>	Formative			Summative
	Sept	Nov	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Priority 2: Excellence

Strategic Objective 1: Develop high quality educators dedicated to continuous improvement.

Evaluation Data Sources:

- % increase of professional development opportunities
- % of educator retention
- % of teachers participating in PLCs
- % of improvement in student growth index

Strategy 1 Details	Reviews			
<p>Strategy 1: Train campus leaders on effective coaching and leadership strategies (Strategic Plan, Priority 2, Objective 1, Action Step 2, implementation year 3).</p> <p>Strategy's Expected Result/Impact: Improved culture/climate as seen in the annual campus climate survey.</p> <p>Staff Responsible for Monitoring: Superintendent</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Equity Plan</p>	Formative			Summative
	Sept	Nov	Mar	June
	20% 	50% 	70% 	
Strategy 2 Details	Reviews			
<p>Strategy 2: Support implementation of PLCs across all campuses through administrative and teacher professional development in PLCs.</p> <p>Strategy's Expected Result/Impact: Increased student performance through teacher collaboration and planning.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Instruction and Technology and Director of Elementary Curriculum and Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1</p> <p>Funding Sources: PLC training - 255--Title II - \$12,000, PLC training - 211-Title I - \$5,000</p>	Formative			Summative
	Sept	Nov	Mar	June
	20% 	50% 	75% 	
Strategy 3 Details	Reviews			
<p>Strategy 3: Create annual opportunities for teachers to observe other teachers inside and outside CISD to improve instruction (Strategic Plan, Priority 2, Objective 1, Action Step 7, implementation year 2).</p> <p>Strategy's Expected Result/Impact: The expected outcome is improved student learning through the implementation of idea and strategies gained from observations.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Instruction and Technology</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Equity Plan</p> <p>Problem Statements: Student Learning 1 - District Processes & Programs 1</p>	Formative			Summative
	Sept	Nov	Mar	June
			45% 	

Strategy 4 Details	Reviews			
<p>Strategy 4: Expand mentoring program for new teachers to ensure persistence within the district and teaching profession (Strategic Plan, Priority 2, Objective 1, Action Step 6, implementation year 2).</p> <p>Strategy's Expected Result/Impact: This will improve on teacher retention and provide support for new or beginning teachers.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Instruction and Technology</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Improve educator morale by exploring and implementing opportunities for recognizing employees for longevity and innovation in the district (Strategic Plan, Priority 2, Objective 1, Action Step 4, implementation years 4-5).</p> <p>Strategy's Expected Result/Impact: Improve educator productivity, increase student achievement, and decrease teacher attrition from the district.</p> <p>Staff Responsible for Monitoring: Superintendent</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide staff with training and support in managing students with problem behaviors through the MTSS model.</p> <p>Strategy's Expected Result/Impact: It is expected that educators will better manage problem behaviors resulting in improved student behavior and learning. It will also improve teacher self-efficacy and morale.</p> <p>Staff Responsible for Monitoring: Director of Special Services</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Sept	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Strategic Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Bilingual/ELL and special education students' scores on state assessments lag behind both the district average and in some cases, state averages.</p>
<p>Problem Statement 2: For two of the past three years, there is more than a 10 point difference between our African American students and our white students' progress measure scores.</p>

Student Learning

Problem Statement 1: Some student populations struggle to perform and/or grow at the same pace as our overall student population. **Root Cause:** Interventions were focused on at-risk student populations in general.

District Processes & Programs








Problem Statement 1: In general, our African-American and Hispanic student groups score lower on both the individual assessments and in growth measures. **Root Cause:** Our educator population percentages do not reflect our student population percentages.

Priority 2: Excellence

Strategic Objective 2: Promote extra-curricular activities and events to maximize student education, development and wellness.

Evaluation Data Sources:

- % increase of participation in extracurricular activities
- # increased of extra-curricular activities offered










Strategy 1 Details	Reviews			
<p>Strategy 1: Implement, based on the interest inventory, new extracurricular activities using a community-based committee (Strategic Plan, Priority 12 Objective 2, Action Step 2, implementation year 4).</p> <p>Strategy's Expected Result/Impact: Increased number of extracurricular activities prompting student and family engagement, thereby increasing student drive to improve academic achievement.</p> <p>Staff Responsible for Monitoring: Superintendent</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 2: Excellence

Strategic Objective 3: Provide CTE opportunities and support for all students to ensure student success.

Evaluation Data Sources:

- % of graduation rate
- % increase of enrollment in CTE courses
- % of students receiving certifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop courses that align with student interest & industry needs (Strategic Plan, Priority 2, Objective 3, Action Step 4, implementation years 4-5).</p> <p>Strategy's Expected Result/Impact: Increased number of CTE course offerings.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Technology and Instruction and CTE Director</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Based on career exploration and student interest surveys, refine and expand new offerings of Career & Technology Education principle courses at the junior high level or lower to encourage exploration of potential pathways in high school (Strategic Plan, Priority 2, Objective 3, Action Step 2, implementation year 3).</p> <p>Staff Responsible for Monitoring: CTE Director</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategic Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Some student populations struggle to perform and/or grow at the same pace as our overall student population. Root Cause: Interventions were focused on at-risk student populations in general.</p>

Priority 2: Excellence

Strategic Objective 4: Ensure systems and supports are designed to equip students with the soft skills necessary for college and career success.

Evaluation Data Sources:

of systems and supports implemented

% of students indicating preparedness

Strategy 1 Details	Reviews			
<p>Strategy 1: Investigate and integrate effective study skills strategies and time management skills at all levels (Strategic Plan, Priority 2, Objective 4, Action Step 2, implementation year 3-4). Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Technology. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide staff with training and materials needed to promote student SEL and development. Strategy's Expected Result/Impact: The expected result is students will learn to better self-regulate in regards to social, emotional and mental health. It will also increase the amount of time students will be able to stay focused and on task in the classroom, therefore, improving student performance. Staff Responsible for Monitoring: Director of Special Services Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 Problem Statements: Student Learning 1</p>	Formative			Summative
	Sept	Nov	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Strategic Objective 4 Problem Statements:













Demographics
<p>Problem Statement 1: Bilingual/ELL and special education students' scores on state assessments lag behind both the district average and in some cases, state averages.</p>
Student Learning
<p>Problem Statement 1: Some student populations struggle to perform and/or grow at the same pace as our overall student population. Root Cause: Interventions were focused on at-risk student populations in general.</p>

Priority 3: Innovation

Strategic Objective 1: Expand technological opportunities.

Evaluation Data Sources:

- % increase in courses offered
- % increase in enrollment/participation
- # increase in device to student ratio
- # increase in teachers participating in quality training

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify student interest in Career & Technology Education courses/career options through annual engagement survey (Strategic Plan, Priority 3, Objective 1, Action Step 5, implementation year 1).</p> <p>Monitored annually.</p> <p>Strategy's Expected Result/Impact: Increased number of students enrolled in CTE courses and increased CTE course offerings.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Instruction & Technology and CTE Director</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Expand technology support personnel for each campus (Strategic Plan, Priority 3, Objective 1, Action Step 4, implementation years 3-4).</p> <p>Strategy's Expected Result/Impact: Improved technology integration in daily lessons, improved instructional support, and improved student performance.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				









Priority 3: Innovation

Strategic Objective 2: Create collaborative learning spaces.

Evaluation Data Sources:

% increase in implementation of flexible classrooms

increase in teaming areas



Strategy 1 Details	Reviews			
<p>Strategy 1: Update classroom furniture to accommodate flexible/collaborative configurations (Strategic Plan, Priority 3, Objective 2, Action Step 2, implementation year 4).</p> <p>Strategy's Expected Result/Impact: Increased flexibility with classroom configuration to increase student collaboration and learning. More open spaces within each building for break-out student collaboration and learning.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Maintenance & Operations</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				














Priority 3: Innovation

Strategic Objective 3: Develop each student to be a creative and critical thinker.

Evaluation Data Sources:

- % increase of project/problem-based lessons
- % increase in test scores for AP, SAT, & advanced levels on STAAR
- % increase in teachers trained in PBL

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement initial and ongoing training of staff in K-12 project-based lessons. (Strategic Plan, Priority 3, Objective 3, Action Step 1, implementation year 1).</p> <p>Strategy's Expected Result/Impact: Increase the number gold standard PBL lessons per year. Increase the number of teachers trained.</p> <p>Ultimate goal: Every student will complete one PBL per year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Instruction & Technology</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish and define expectations for implementing project-based lessons at each grade level (Strategic Plan, Priority 3, Objective 3, Action Step 3, implementation year 2).</p> <p>Strategy's Expected Result/Impact: Increase the number gold standard PBL lessons per year. Increase the number of teachers trained.</p> <p>Ultimate goal: Every student will complete one PBL per year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Instruction & Technology</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Sept	Nov	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor and measure the success of the implementation of project based lessons based on observations, lesson plan reviews, and surveys (Strategic Plan, Priority 3, Objective 3, Action Step 3, implementation year 3).</p> <p>Ongoing.</p> <p>Strategy's Expected Result/Impact: Increase the number gold standard PBL lessons per year. Increase the number of teachers trained.</p> <p>Ultimate goal: Every student will complete one PBL per year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Instruction & Technology</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Employ an advanced academic teacher at the elementary level to facilitate higher level instruction (Strategic Plan, Priority 3, Objective 3, Action Step 7, implementation year 4).</p> <p>Strategy's Expected Result/Impact: Improved differentiation for advanced elementary students and improved student performance.</p> <p>Staff Responsible for Monitoring: Assist Supt. for Administrative Services</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5</p> <p>Problem Statements: Student Learning 1 - District Processes & Programs 1</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Expand academic competitions and participation at all levels to foster critical and creative thinking (Strategic Plan, Priority 3, Objective 3, Action Step 5, implementation year 4).</p> <p>Strategy's Expected Result/Impact: Increased student interest in academic competitions beyond UIL.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4</p>	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategic Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Bilingual/ELL and special education students' scores on state assessments lag behind both the district average and in some cases, state averages.</p>

Student Learning

Problem Statement 1: Some student populations struggle to perform and/or grow at the same pace as our overall student population. **Root Cause:** Interventions were focused on at-risk student populations in general.


District Processes & Programs

Problem Statement 1: In general, our African-American and Hispanic student groups score lower on both the individual assessments and in growth measures. **Root Cause:** Our educator population percentages do not reflect our student population percentages.

Priority 4: Leadership

Strategic Objective 1: Diversify opportunities for students to develop leadership skills.

Evaluation Data Sources: % increase of students involved in leadership opportunities/activities on each campus

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize & Implement District Team: a district team to design & implement a K-12 peer mentoring program (student-to-student) (Strategic Plan, Priority 4, Objective 1, Action Step 6, implementation year 2).</p> <p>Strategy's Expected Result/Impact: The expected result is that we will see improved academic performance from our struggling students.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1 - District Processes & Programs 1</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%	75%	75%	100%
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify & Redefine Current Student Groups (extra and co-curricular): for the purpose of enhancing current activities to support the District Leadership Program (Strategic Plan, Priority 4, Objective 1, Action Step 4, implementation years 3-4).</p> <p>Strategy's Expected Result/Impact: More students engaged in leadership in student clubs.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Mar	June
	5%	25%		100%
				

Strategic Objective 1 Problem Statements:









Student Learning
<p>Problem Statement 1: Some student populations struggle to perform and/or grow at the same pace as our overall student population. Root Cause: Interventions were focused on at-risk student populations in general.</p>
District Processes & Programs
<p>Problem Statement 1: In general, our African-American and Hispanic student groups score lower on both the individual assessments and in growth measures. Root Cause: Our educator population percentages do not reflect our student population percentages.</p>

Priority 4: Leadership

Strategic Objective 2: Develop a plan to build educator capacity for leadership.

Evaluation Data Sources:










- % of district employees participating in the plan
- % increase of involvement in district's leadership academy

Strategy 1 Details	Reviews			
<p>Strategy 1: Define & Implement a Growth Framework for the following: Instructional Coaches, Aspiring Administrators, Administrator Growth Model. (Strategic Plan, Priority 4, Objective 2, Action Step 1, implementation years 1-2).</p> <p>Ongoing. This year's focus is on Administrator growth.</p> <p>Strategy's Expected Result/Impact: This is expected to provide a leadership pipeline and build capacity and teacher collective efficacy which would result in improved student achievement.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority 4: Leadership

Strategic Objective 3: Design a detailed plan to address organizational structures and adequately prepare for projected growth.

Evaluation Data Sources: % of detailed plan implemented

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a marketing plan to attract high quality employees to Celina ISD (Strategic Plan, Priority 4, Objective 3, Action Step 2, implementation years 3-4).</p> <p>Strategy's Expected Result/Impact: This will provide for the future personnel needs the district.</p> <p>Staff Responsible for Monitoring: Director of Human Resources</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Engage in a cost-benefit analysis to evaluate contracted services and internal services in the areas of custodial, transportation and student nutrition services (Strategic Plan, Priority 3, Objective 3, Action Step 3, implementation years 2-3).</p> <p>Strategy's Expected Result/Impact: Money released to focus on student instruction and learning.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Maintenance and Operations</p>	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Strategic Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: For two of the past three years, there is more than a 10 point difference between our African American students and our white students' progress measure scores.</p>

Priority 5: Stewardship

Strategic Objective 1: Provide equitable distribution of financial resources throughout the district.

- Evaluation Data Sources:**
 # of top financial ratings and recognitions
 % of financial resources spent on instruction and student activities

Strategy 1 Details	Reviews			
Strategy 1: Design and publicly display non-academic department revenues, donations, and expenditures on an annual basis. (Strategic Plan, Priority 5, Objective 1, Action Step 1, implementation year 1). Strategy's Expected Result/Impact: The expected result is increased public trust in CISD use of public funds to provide the best education Staff Responsible for Monitoring: Business Manager	Formative			Summative
	Sept	Nov	Mar	June
	60% 	100% 	100% 	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority 5: Stewardship

Strategic Objective 2: Meet fast growing needs of our student population by anticipating and preparing for enrollment gains.

Evaluation Data Sources:

- % of class size ratio
- % use of existing facilities
- % increase in supplemental funding from non-traditional sources

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish relationships with new developers that will allocate land for future campuses (Strategic Plan, Priority 5, Objective 2, Action Step 5, implementation years 1-2). Staff Responsible for Monitoring: Assistant Superintendent of Maintenance and Operations</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct a demographic study with the city and county every two years to measure the potential growth for CISD (Strategic Plan, Priority 5, Objective 2, Action Step 4, implementation year 2). Strategy's Expected Result/Impact: Annual/Ongoing. 10 year plan has been developed, voted on by the Board, Bond package passed and the implementation is ongoing. District meets quarterly with district demographer to ensure projections are accurate and district is on track to supply for growth needs. Staff Responsible for Monitoring: Assistant Superintendent of Maintenance and Operations</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure innovative repurposing of facilities upon replacement to support growth and unique programming (Strategic Plan, Priority 5, Objective 2, Action Step 1, implementation years 4-5). Staff Responsible for Monitoring: Assist Supt for Maintenance and Operations</p>	Formative			Summative
	Sept	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				





Priority 5: Stewardship

Strategic Objective 3: Preserve existing culture while providing supports that meet the physical, emotional, and behavioral needs of all students.

Evaluation Data Sources:

% of students and parents indicating satisfaction

of supports provided based on counselor reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct yearly surveys of all-stakeholders to measure the needs of all students (Strategic Plan, Priority 5, Objective 3, Action Step 1, implementation year 2). Staff Responsible for Monitoring: Parent Community Liaison Problem Statements: Demographics 1, 2 - Perceptions 1</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%	0%		✗
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor Counselor report that will address the physical, emotional, and behavioral needs of students and adhere to FERPA guidelines (Strategic Plan, Priority 5, Objective 3, Action Step 2, implementation year 2). Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services</p>	Formative			Summative
	Sept	Nov	Mar	June
	25%	50%	65%	➔
Strategy 3 Details	Reviews			
<p>Strategy 3: Establish a Director position to oversee Counseling / Crisis Intervention for the district to meet the additional growth (Strategic Plan, Priority 5, Objective 3, Action Step 4, implementation years 4-5). Staff Responsible for Monitoring: Superintendent</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%	0%		✗
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategic Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Bilingual/ELL and special education students' scores on state assessments lag behind both the district average and in some cases, state averages.</p>
<p>Problem Statement 2: For two of the past three years, there is more than a 10 point difference between our African American students and our white students' progress measure scores.</p>

Perceptions









Problem Statement 1: Based on our annual community climate surveys, the community feels there is inconsistency in communication from the district. **Root Cause:** Our district does not have a common or district-wide communication system in place.













Priority 6: Academic Excellence

Strategic Objective 1: To provide for the academic needs of all students in Celina ISD.

Evaluation Data Sources: Student growth index
 State assessment results
 MAP testing result (student progress monitoring)
 Other student progress monitoring results
 Student AP test scores (% of student scoring >3)

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff with behavior management training to foster a safe and civil in all classrooms. Strategy's Expected Result/Impact: The expected result is improved academic success via improved classroom and student behavior management. Staff Responsible for Monitoring: Director of Special Services Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Mar	June
	10%	50%	55%	→
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide students with explicit instruction on self-regulation, social problem solving, and character development. Strategy's Expected Result/Impact: The expected result is that student would be better able to self-regulate and solve interpersonal problems such that they would stay on task in the classroom and improve student performance. Staff Responsible for Monitoring: Director of Special Services Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1</p>	Formative			Summative
	Sept	Nov	Mar	June
	25%	50%	65%	→
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide staff with MTSS and intervention training and materials to support struggling students. Strategy's Expected Result/Impact: It is expected that due to the appropriate intervention, there would be improved student performance. Staff Responsible for Monitoring: Director of Special Services, Assistant Superintendent for Technology and Instruction. Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1</p>	Formative			Summative
	Sept	Nov	Mar	June
	10%	50%	60%	→

Strategy 4 Details	Reviews			
<p>Strategy 4: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 65% to 68% by June 2021. By 2021 % increase per sub-population:</p> <p>Hispanic 48% to 51% White 64% to 67% Special Ed 36% to 37% Eco. Disadv. 46% to 49% EL/Bilingual 61% to 64% EL Cont. Enrolled 58% to 61% Non-Cont. Enrolled 65% to 68%</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: The percent of 3rd grade students that score meets grade level or above on STAAR Mathematics will increase from 41% to 45% by June 2021.</p> <p>By 2021 increase per sub-population: Hispanic: 34% to 36% White: 67% to 69% Special Ed: 32% to 34% Eco. Disadv.: 43% to 45% ELL: 24% to 26%</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: CISD will evaluate the district comprehensive counseling program and SEL integration.</p> <p>Strategy's Expected Result/Impact: This evaluation will provide CISD with a better picture of the needs within the district and counseling program to ensure resources are directed to the most appropriate areas of need.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administrative Services</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Sept	Nov	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: All teachers will be trained on Trauma-informed classroom practices in order to ensure all students are safe and ready to learn.</p> <p>SB 11.</p> <p>Strategy's Expected Result/Impact: The expected outcome is that all adults in district will better understand and be able to meet the needs of our students who have had adverse childhood experiences, resulting in improved campus culture and student achievement.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administrative Services.</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Title IV funds; - 199 -- CISD - \$28,000</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: All teachers will receive training on recognition of indicators of sex-trafficking and preventative measures.</p> <p>HB 111 & HB 18</p> <p>Strategy's Expected Result/Impact: The expected result is that teachers will be better able to recognize students who have been victimized and will be able to direct them to campus administration</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administrative Services</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategic Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Bilingual/ELL and special education students' scores on state assessments lag behind both the district average and in some cases, state averages.</p>
<p>Problem Statement 2: For two of the past three years, there is more than a 10 point difference between our African American students and our white students' progress measure scores.</p>
Student Learning
<p>Problem Statement 1: Some student populations struggle to perform and/or grow at the same pace as our overall student population. Root Cause: Interventions were focused on at-risk student populations in general.</p>
District Processes & Programs
<p>Problem Statement 1: In general, our African-American and Hispanic student groups score lower on both the individual assessments and in growth measures. Root Cause: Our educator population percentages do not reflect our student population percentages.</p>













Celina Independent School District
Celina High School
2020-2021 Campus Improvement Plan

Goals

Goal 1: Community

Performance Objective 1: Celina High School will provide opportunities for academic and extracurricular involvement for all families.

Evaluation Data Sources: # of opportunities offered to meet the needs of all programs
of participants involved as our overall student numbers increase.









Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will support campus involvement by hosting events on our campus that provide the necessary information and encourage parents, family, and community engagement. These are: Parent information nights Scholarship night Awards nights Principal roundtables Meet the teacher College and Career Night.</p> <p>Strategy's Expected Result/Impact: Our goal is to increase the number of families that attend our event as well as the number of people that volunteer on our campus. Additionally, an increase in programs from year to year.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.2</p> <p>Funding Sources: Parent nights and Principal Roundtables - 199 -- CISD - \$1,000</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will continue to dedicate a staff member to be in charge of being a liaison for parents that have a desire to assist programs at the High School and recruit and grow the number of these individuals throughout the year. We would like to grow that number to 20.</p> <p>Strategy's Expected Result/Impact: Grow and identify volunteers to assist CHS with their internal programs.</p> <p>Staff Responsible for Monitoring: Principal Program Coordinator</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Community

Performance Objective 2: Celina High School will continue to implement programs that provide opportunities for students to intern with and work in local businesses.

Evaluation Data Sources: An increase in the number of students interning or working in local businesses.









Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain the CHS CTE advisory committee to develop new partnerships and job opportunities for students. (Strategic Plan)</p> <p>Strategy's Expected Result/Impact: Increase our Career Prep program numbers and have internship opportunities for students. Career Prep numbers to surpass 50 students in 20-21</p> <p>Staff Responsible for Monitoring: Principal CTE Director</p> <p>Funding Sources: Mail outs / Catering for meetings / Posters - 199 -- CISD - \$500</p>	Formative			Summative
	Sept	Nov	Mar	June
	25%	60%	70%	100%
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will add to its growing list of companies that we can place students in for internships, mentorships, and practicum classes. 5 new companies in 20-21. (Strategic Plan)</p> <p>Strategy's Expected Result/Impact: Having more businesses and choices, students will have opportunities to explore different industries and career choices.</p> <p>Staff Responsible for Monitoring: Principal CTE Director</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Mar	June
	25%	50%	75%	100%
Strategy 3 Details	Reviews			
<p>Strategy 3: Celina High School will identify local businesses & local colleges to explore partnerships and grants that will strengthen internal programs. (Strategic Plan)</p> <p>Staff Responsible for Monitoring: Principal CTE Director</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Mar	June
	10%	50%	70%	100%

Strategy 4 Details	Reviews			
<p>Strategy 4: Work closely under the state guidelines, and with local businesses to enhance certifications and licenses opportunities that students can obtain at the end of a CTE pathway. The goal for next year is to offer all applicable tests to students who meet the requirements.</p> <p>Strategy's Expected Result/Impact: The final expectation is that students who complete a coherent sequence in a CTE certified area will be offered the certification course applicable with that pathway.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal CTE Director CTE Teachers</p> <p>Funding Sources: Certification prep courses and tests. - 244--CTE - \$5,000</p>	Formative			Summative
	Sept	Nov	Mar	June
	 10%	 40%	 75%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Excellence

Performance Objective 1: Celina High School will develop high-quality educators dedicated to improving the level of instruction at the High School

Evaluation Data Sources: More professional development options
PLC conferences

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will embed opportunity for teachers to observe educators inside and outside their field of employment to observe other methods and to improve instruction. The goal will be to have each employee do this once per semester.</p> <p>Strategy's Expected Result/Impact: The strategy is to allow our teachers to observe different styles of teaching to help build better collaboration which will lead to exemplary lesson plans and content for our students</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Teacher Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Sept	Nov	Mar	June
	10% 	20% 	40% 	
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will implement an A/B block schedule for the 2020 - 2021 school year which will allow for PLCs to occur across all core and elective content areas.</p> <p>Strategy's Expected Result/Impact: Allow for cross-curricular PLCs during the day More individual time with students Fewer classes per day to prepare for</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Sept	Nov	Mar	June
	75% 	80% 	90% 	100% 
Strategy 3 Details	Reviews			
<p>Strategy 3: CHS will develop and implement new ideas to recognize employees for creative ideas and superior classroom instruction. The goal is to develop 2 new programs for employee recognition. (Strategic Plan)</p>	Formative			Summative
	Sept	Nov	Mar	June

Strategy's Expected Result/Impact: Higher morale
 Competition between teachers for best practice ideas.
 Educator collaboration
 Teachers taking leadership roles
 Team Building activities for teachers
Staff Responsible for Monitoring: Principal
 Assistant Principals

Funding Sources: Possible Prizes - 199 -- CISD - \$500



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 2: Excellence

Performance Objective 2: Celina High School will develop and promote school-wide activities that enhance student education, awareness, wellness, and promote high self-esteem.













Evaluation Data Sources: A better understanding of events
More students involved in school-wide activities

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will work with students, parents, and teachers to develop new high-interest clubs for students to participate in while allowing for additional community support. (Strategic Plan)</p> <p>Strategy's Expected Result/Impact: New clubs and activities allows for more student participation. More opportunities to compete.</p> <p>Staff Responsible for Monitoring: Assistant Principals All Teachers and Staff CHS Students</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Mar	June
	40%	50%	60%	100%
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will survey its students, teachers, and staff to solicit ideas for new and varied extracurricular activities that will develop the necessary skills needed for college or career exploration. Once each semester.</p> <p>Strategy's Expected Result/Impact: Generate ideas for new student opportunities. Increases student involvement in extracurricular programs.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Mar	June
	10%	40%	65%	100%
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Excellence

Performance Objective 3: Celina High School will offer new Principle level CTE courses in the 2020 - 2021 school year designed to create choice among our student body.









Evaluation Data Sources: Increased enrolment in CTE courses
 Additional Pathways being created
 Certifications being created and offered

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will implement new CTE course offerings based upon interest surveys offered in the 19-20 school year. These classes will include: 1) Criminal Justice / Legal Studies 2) Emergency Services 3) Computer Science / Cybersecurity 4) Engineering / Robotics 5) Graphic Design</p> <p>Strategy's Expected Result/Impact: More choices for students A variety of options to satisfy student wants. Increase in the number of CTE classes offered. Weekend CTE Opportunities</p> <p>Staff Responsible for Monitoring: Principal CTE Director Counselors</p> <p>Funding Sources: Marking items and tools - 199 -- CISD - \$2,500</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will continue to offer first-level principle level courses in 8th grade that will satisfy High School credits. The strategy for 20-21 is 2 new courses being offered at the 8th-grade level. (Strategic Plan)</p> <p>Strategy's Expected Result/Impact: Credits being offered at the Junior High allow for more options for students to take CTE classes in High School. This leads to multiple pathway opportunities prior to graduation.</p> <p>Staff Responsible for Monitoring: CTE Director HS Principal Jr High Principal</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Innovation

Performance Objective 1: Celina High School will expand professional development opportunities for technology use in the classroom for teachers and students.

Evaluation Data Sources: More PD for teachers
SWAT students assisting teachers with lessons

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will offer staff lunch and learns, as well as, PD opportunities during PLC times. The goal will be to identify and educate teachers with two new technology opportunities next year that can be utilized in their classrooms with students.</p> <p>Strategy's Expected Result/Impact: More utilization of technology tips and tricks in the classroom. More team teaching in the classroom</p> <p>Staff Responsible for Monitoring: Assistant Principal SWAT Teacher SWAT Members</p>	Formative			Summative
	Sept	Nov	Mar	June
	25% 	40% 	40% 	
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will identify student interest with 2 surveys per year which will be utilized to identify desired courses, career opportunities, and pathways that interest our students. (Strategic Plan)</p> <p>Strategy's Expected Result/Impact: To identify courses and careers of interest with our student body.</p> <p>Staff Responsible for Monitoring: Principal CTE Director</p>	Formative			Summative
	Sept	Nov	Mar	June
	10% 	40% 	80% 	100% 
Strategy 3 Details	Reviews			
<p>Strategy 3: CHS students will create a school overview video that will be used on our web site to talk about who Celina High School is, and important facts about what we offer. Next Year, our goal is to have a video for each area of concentration.</p>	Formative			Summative
	Sept	Nov	Mar	June

Strategy's Expected Result/Impact: To provide people information about who we are and what we offer
To tell our story
To provide program information to outside community members.
Staff Responsible for Monitoring: Principal
AV Teacher

Funding Sources: Filming, storage and general setup and editing - 244--CTE - \$2,500



No Progress

Accomplished













Continue/Modify

Discontinue

Goal 3: Innovation

Performance Objective 2: Celina High School will create new collaborative learning spaces in our High School for outside participants and volunteers at CHS.













Evaluation Data Sources: Increase in classrooms with innovative furniture.
More teaming areas

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will continue to update furniture to accommodate a collaborative environment and lead to higher-level thinking and learning. CHS will target two classrooms next school year.</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will provide a maker space for Robotics & Engineering to create and build projects for competitions and for the development of new ideas.</p> <p>Strategy's Expected Result/Impact: Having a dedicated area at CHS will enhance student involvement which will allow for more creativity and better team results in competition.</p> <p>Staff Responsible for Monitoring: Principal Robotics Team lead</p> <p>Funding Sources: Equipment, Space, and coaching stipend. - 244--CTE - \$2,500</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Innovation

Performance Objective 3: Celina High School will continue to develop students to be creative thinkers and workers while instilling leadership qualities as well.









Evaluation Data Sources: More Project-based lessons
 More in-class time with projects
 Hands-on experiments









Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will continue to provide PLC time for teachers each day for the creation of PBL's. With a new Bell Schedule being implemented in 20-21, teachers will have time during the day to work on these items. Our goal is the addition of one more PBL per teacher for the school year. (Strategic Plan)</p> <p>Strategy's Expected Result/Impact: Increase in student learning Increase in the amount of work turned in Assessment scores go up Lower failure rate</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teacher Leaders Assistant Superintendent of Curriculum</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will expand our UIL competition levels across Academic competitions. Our goal is to involve more students in competitions to foster competition, creative thinking, and participation. (Strategic Plan)</p> <p>Strategy's Expected Result/Impact: Having more student participation will lead to higher expected results and student being interest in areas not yet discovered. CHS's goal is to increase our participation level by 10%.</p> <p>Staff Responsible for Monitoring: District UIL coordinator Principal Campus Coordinator</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Leadership

Performance Objective 1: Celina High School will continue to provide leadership opportunities within and outside of the school day. As well as, opportunities for the development of those skills.

Evaluation Data Sources: Higher participation in leadership
Higher participation in election type of leadership opportunities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Celina High School will have a student advisory team that will assist high school administration with information flow down to students and back up to admin. 2 students from each grade level will be on this team of 8</p> <p>Strategy's Expected Result/Impact: Better communication with our students leads to Ideas created by students and those ideas can be brought forth and implemented. This ensures a student voice in their education.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Funding Sources: Meetings, materials, etc. - 199 -- CISD - \$1,000</p>	Formative			Summative
	Sept	Nov	Mar	June
	10% 	30% 	70% 	100% 
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will have a "Mentor Monday" period during our activity/flex time. This will be a homeroom setting for students, every Monday, that will allow teachers to check in on their mentees each week. Students will be assigned to teachers and stay with them until they graduate. Additionally, that time can be utilized for character development lessons for all students.</p> <p>Strategy's Expected Result/Impact: To ensure we check in on each student weekly and to develop strong mentor / mentee relationships throughout our campus.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals All Teachers Counselors</p>	Formative			Summative
	Sept	Nov	Mar	June
	10% 	40% 	70% 	

Strategy 3 Details	Reviews			
<p>Strategy 3: CHS will continue to offer a leadership academy for at-risk students during our activity/flex time.</p> <p>Strategy's Expected Result/Impact: To reach those students who are struggling or not motivated. To show them there is another way and to give them the confidence to be better.</p> <p>Staff Responsible for Monitoring: Principal Campus RTI Coordinator Teacher of Leadership time</p> <p>Funding Sources: Snacks / Literature / Acticties - 199 -- CISD - \$1,000</p>	Formative			Summative
	Sept	Nov	Mar	June
	 25%	 50%	 70%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Leadership

Performance Objective 2: Celina High School will develop new plans and objectives to provide leadership opportunities for educators on our campus.













Evaluation Data Sources: More teachers leading focus groups
More teachers leading programs at CHS

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will enhance our existing campus programs and use aspiring teacher leaders to lead and run these activities. (such as Veterans Day, Homecoming, etc.) teacher leaders will have an opportunity to provide leadership and direction for those areas. (Strategic Plan)</p> <p>Strategy's Expected Result/Impact: The development of more campus leaders that can be available for promotion or new programs. Higher communication between leadership and teacher base.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative			Summative
	Sept	Nov	Mar	June
	10%	20%	30%	
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will discuss, (with all teachers) career goals and provide guidance and training opportunities for those aspirations. These goals will be reflecting in the T-Tess yearly goals.</p> <p>Strategy's Expected Result/Impact: Better communication of goals Better understanding of aspirations of our staff</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Sept	Nov	Mar	June
	10%	40%	75%	100%
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 5: Stewardship

Performance Objective 1: Celina High School will provide equitable financial resources to all programs per the requirement and needs of those groups.





Evaluation Data Sources: Per student allocation
Additional needs-based upon requirements.

Strategy 1 Details	Reviews			
Strategy 1: CHS will allocate funds to all departments and activities based on a per student allocation. Strategy's Expected Result/Impact: Funds to cover all events and supplies needed Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: CHS will monitor spending and survey departments each semester for any forecasted expenditures for the following year. Strategy's Expected Result/Impact: Better forecasting of budget Update and add furniture for growth Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Stewardship

Performance Objective 2: Celina High School will work with CISD to monitor student growth to prepare for additional staffing and classroom needs.









Evaluation Data Sources: Class size ration below 25 to 1
Utilization of facilities

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will use data given to CHS by the administration to monitor student growth in order to prepare for additional faculty needs.</p> <p>Strategy's Expected Result/Impact: This data will be used in the campus needs assessment to ensure CHS has all necessary resources to provide for student growth.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Sept	Nov	Mar	June
	25%	40%	70%	100%
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will continue to monitor the needs of their faculty and staff by establishing a culture and atmosphere suggestion area to continue to monitor and meet the needs of our employees.</p> <p>Strategy's Expected Result/Impact: Higher morale New ideas recognition opportunities.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Prizes, materials - 199 -- CISD - \$2,000</p>	Formative			Summative
	Sept	Nov	Mar	June
	35%	60%	75%	100%
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Stewardship

Performance Objective 3: Celina High School will maintain its existing campus culture by creating new programs to support and mentor new teachers, as well as, develop new leadership throughout the campus.





Evaluation Data Sources: Higher employee satisfaction
Fewer mistakes when filing school-based paperwork

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will begin to develop a plan for term limits on all leadership positions. This will allow for new candidates to have the opportunity to apply and earn a leadership role at the high school</p> <p>Strategy's Expected Result/Impact: Leadership opportunities will be allowed for new candidates New Ideas Renewed excitement in the departments.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Sept	Nov	Mar	June
	 20%	 50%	 70%	 100%
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: Academic Excellence

Performance Objective 1: Celina High School will improve academic scores in multiple areas by utilizing data, internal programs, and targeted emphasis for certain students.









Evaluation Data Sources: STAAR Benchmark testing
 MAP Testing data
 Formative and Summative reviews

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will increase English 1 & 2 scores by raising student levels from Approaches to Meets by 10%, by utilizing MAP 2020 testing and targeted strategies for certain students.</p> <p>Strategy's Expected Result/Impact: The expected can be achieved with targeted intervention and data analysis. The result is student growth in these targeted areas and higher overall test results.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals English Teacher Leader</p>	Formative			Summative
	Sept	Nov	Mar	June
	10%	35%	60%	100%
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will increase Algebra 1 scores by raising student levels from Approaches to Meets by 10%, by utilizing 2020 MAP testing and targeted strategies for certain students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Math Teacher Leader</p>	Formative			Summative
	Sept	Nov	Mar	June
	10%	50%	75%	100%
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: Academic Excellence

Performance Objective 2: Celina High School will develop and utilize new intervention strategies to emphasize learning and to raise improvement levels.

Evaluation Data Sources: Reports and data from new programs
comparison of year to year data trends

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will develop at least one new program to be used during ur activity/flex period next year to target low performers and help them with emphasis on low areas.</p> <p>Strategy's Expected Result/Impact: This new program will allow teachers to specifically mentor students a minimum of once a week for a selected amount of time. This mentorship will allow for an emphasis n academics, behavior, & social emotional stability and growth.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Teacher Leaders</p>	Formative			Summative
	Sept	Nov	Mar	June
	 15%	 55%	 80%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue				

Celina Independent School District
Celina Junior High
2020-2021 Campus Improvement Plan



Goals









Goal 1: Community

Performance Objective 1: Expand opportunities for involvement of all families.

Evaluation Data Sources:

- % of community satisfied with opportunities based on survey
- # of programs offered to ensure and increase per year at each campus
- # of communicated volunteer opportunities
- # of participants at family events

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: Improve current parent communication methods (Google Classroom, Calendar, email, and/or Remind, progress report newsletter) Strategy's Expected Result/Impact: Staff consistently uses preferred venues for communication with community. Staff Responsible for Monitoring: Campus administrators and teachers TEA Priorities: Improve low-performing schools	Formative			Summative
	Sept	Nov	Mar	June
	 60%	 85%	 100%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Community

Performance Objective 2: Implement career exploration programs in partnership with the community.

Evaluation Data Sources: % of students involved in mentorships, internships, apprenticeships and shadowing

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborate with the Chamber of Commerce to organize a career day in May</p> <p>Strategy's Expected Result/Impact: Students are introduced to career possibilities and college preparation required</p> <p>Staff Responsible for Monitoring: Campus administrator Counselor</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Community





Performance Objective 3: Build relationships between the district and community organizations.

Evaluation Data Sources:

of district personnel on city educational committees

of community organization volunteers at campuses

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Extend 6th grade Principal's 100 reward to include students in Chamber of Commerce luncheon trip with J H campus.</p> <p>Strategy's Expected Result/Impact: Opportunity for more students to interact with community organizations and businesses monthly.</p> <p>Student notification forms to parents about trip.</p> <p>Staff Responsible for Monitoring: Campus principals (6GC & J H) PBIS</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%	0%	0%	X
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Goal 2: Excellence









Performance Objective 1: Develop high quality educators dedicated to continuous improvement.

Evaluation Data Sources:

- % increase of professional development opportunities
- % of educator retention
- % of teachers participating in PLCs
- % of improvement in student growth index

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide diversity training (ESL, low-SES, linguistically and culturally diversity, etc.) and support for staff throughout the year</p> <p>Strategy's Expected Result/Impact: Build teacher capacity to meet diverse student needs.</p> <p>Staff Responsible for Monitoring: Principal ESL coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%	0%	0%	
Strategy 2 Details	Reviews			
<p>Strategy 2: Include ESL support to PLC and CTT meetings weekly.</p> <p>Strategy's Expected Result/Impact: ESL student populations needs are better represented in PLC and CTT meetings and met in instructional practices.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%	0%	0%	
Strategy 3 Details	Reviews			
<p>Strategy 3: Identify and utilize a data hub (student portfolio) system to share necessary student data across grade-levels.</p> <p>Strategy's Expected Result/Impact: Teachers are equipped with the knowledge of the individual student needs that may need special considerations or supports.</p> <p>Staff Responsible for Monitoring: Principals Teachers</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
				









Strategy 4 Details	Reviews			
<p>Strategy 4: Integrate MTSS training (MAPs testing, data interpretation, etc) to build capacity of teacher's ability to identify and support student needs.</p> <p>Strategy's Expected Result/Impact: Teachers use data-based instructional strategies to increase student performance and achievement.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Excellence

Performance Objective 2: Promote extra-curricular activities and events to maximize student education, development and wellness.

Evaluation Data Sources:

- % increase of participation in extracurricular activities
- # increased of extra-curricular activities offered

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide club/activities during ACE/school day (i.e. archery, fishing, Knot Your Average Bobcat, ecology club, horticulture club, robotics, GU, Spanish Spelling-Bee, Mock Trial)</p> <p>Strategy's Expected Result/Impact: Increase number and participation of extra-curricular activities.</p> <p>Staff Responsible for Monitoring: Principals Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 2: Excellence

Performance Objective 3: Provide CCMR opportunities and support for all students to ensure student success.

Evaluation Data Sources:

- % of graduation rate
- % increase of enrollment in CTE courses
- % of students receiving certifications

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Include instructional technologist for GT differentiation and support that focuses on principles of CCMR.</p> <p>Strategy's Expected Result/Impact: Students identified as GT will have needs met through differentiated instruction.</p> <p>Staff Responsible for Monitoring: Principals Counselor</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Excellence





Performance Objective 4: Ensure systems and supports are designed to equip students with the soft skills necessary for college and career success.

Evaluation Data Sources:

of systems and supports implemented

% of students indicating preparedness

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement SEL training for staff throughout the year. Strategy's Expected Result/Impact: Student capacity for handling different social situations are improved. Staff Responsible for Monitoring: Principals Counselor	Formative			Summative
	Sept	Nov	Mar	June
	45%	55%	100%	100%
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Innovation

Performance Objective 1: Expand technological opportunities.

Evaluation Data Sources:

- % increase in courses offered
- % increase in enrollment/participation
- # increase in device to student ratio
- # increase in teachers participating in quality training

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Incorporate instructional technologist to help teachers integrate SAMR principles into lesson plans through training and co-teaching. Strategy's Expected Result/Impact: Students learn to utilize technology, applying SAMR to daily work. Staff Responsible for Monitoring: Principal Instructional Technologist Teachers	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create robotics/coding class for 6GC, and 8th grade coding class. Strategy's Expected Result/Impact: Students have more opportunities to explore high-demand technical skills. Staff Responsible for Monitoring: Principal STEM teacher	Formative			Summative
	Sept	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Innovation









Performance Objective 2: Create collaborative learning spaces.

Evaluation Data Sources:

% increase in implementation of flexible classrooms

increase in teaming areas

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: In building design for the new campus work with design team to develop collaborative learning space within the building.</p> <p>Strategy's Expected Result/Impact: Students have ACE rewards incorporated with their lunch time for a "Power Hour".</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				









Goal 3: Innovation

Performance Objective 3: Develop each student to be a creative and critical thinker.

Evaluation Data Sources:

- % increase of project/problem-based lessons
- % increase in test scores for AP, SAT, & advanced levels on STAAR
- % increase in teachers trained in PBL

Summative Evaluation: Some progress made toward meeting Objective





Strategy 1 Details	Reviews			
<p>Strategy 1: Maintaining using our PBL learning platform with ALL students and ensure that each student is exposed to two lessons per school year.</p> <p>Strategy's Expected Result/Impact: Students utilize creative and critical thinking skills to complete content learning.</p> <p>Staff Responsible for Monitoring: Principal Teachers DTI</p>	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Leadership

Performance Objective 1: Diversify opportunities for students to develop leadership skills.

Evaluation Data Sources: % increase of students involved in leadership opportunities/activities on each campus

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporate a student-led academic program for higher-achieving students to support the academic needs of lower-achieving students in a peer-tutor atmosphere (CJH C-Town).</p> <p>Strategy's Expected Result/Impact: Students gain leadership skills and deeper understanding of content area by teaching content to others that struggle.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%	0%	15%	→
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Leadership

Performance Objective 2: Develop a plan to build educator capacity for leadership.

Evaluation Data Sources:

- % of district employees participating in the plan
- % increase of involvement in district AEUAs leadership academy

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain opportunities for teachers to lead vertical and grade-level PLCs and CTTs. Strategy's Expected Result/Impact: Teachers will develop a capacity for leadership Staff Responsible for Monitoring: Principal Lead teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain opportunities for teachers to participate in and lead in-district and out-of-district professional development. Strategy's Expected Result/Impact: Teachers develop research-based professional development and increase professional learning network. PLC calendar and agendas. Staff Responsible for Monitoring: Principal Lead teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				









Goal 5: Stewardship

Performance Objective 1: Provide equitable distribution of financial resources throughout the district.

Evaluation Data Sources:

- # of top financial ratings and recognition's
- % of financial resources spent on instruction and student activities

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish funds for ELAR programs (classroom library, book clubs, etc)</p> <p>Strategy's Expected Result/Impact: Students have access to a diverse library and opportunities to encourage and improve literacy.</p> <p>Staff Responsible for Monitoring: Teachers ELAR teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Stewardship





Performance Objective 2: Meet fast growing needs of our student population by anticipating and preparing for enrollment gains.

Evaluation Data Sources:

- % of class size ratio
- % use of existing facilities
- % increase in supplemental funding from non-traditional sources

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Hire additional full-time counselor Strategy's Expected Result/Impact: J H and 6GC will each have a counselor available full-time. Staff Responsible for Monitoring: Campus principal	Formative			Summative
	Sept	Nov	Mar	June
	100%	100%	100%	100%
Strategy 2 Details	Reviews			
Strategy 2: Hire additional full-time nurse. Strategy's Expected Result/Impact: J H and 6GC will each have a nurse available full-time. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Sept	Nov	Mar	June
	100%	100%	100%	100%
Strategy 3 Details	Reviews			
Strategy 3: Hire full-time 6GC and J H choir teacher. Strategy's Expected Result/Impact: Increase choir availability for students. Staff Responsible for Monitoring: Campus Principal ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum Funding Sources: - 199 -- CISD - \$62,000	Formative			Summative
	Sept	Nov	Mar	June
	100%	100%	100%	100%

Strategy 4 Details	Reviews			
Strategy 4: Hire additional full-time art teacher Strategy's Expected Result/Impact: Increase art availability to students. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Sept	Nov	Mar	June
	100%	100%	100%	100%
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Stewardship

Performance Objective 3: Preserve existing culture while providing supports that meet the physical, emotional, and behavioral needs of all students.

Evaluation Data Sources:

- % of students and parents indicating satisfaction
- # of supports provided based on counselor reports

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: Maintain student of the month program. Strategy's Expected Result/Impact: Students are celebrated and recognized for exceptional behavior and performance. Staff Responsible for Monitoring: Principal Teachers	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue evaluating and improving the PBIS program Strategy's Expected Result/Impact: Continued decline of office referrals and increased student citizenship # of office referrals during the school year. Staff Responsible for Monitoring: Principal and PBIS team	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Establish a modified block schedule, allowing more time for incorporating SEL goals into instruction. Strategy's Expected Result/Impact: Students are prepared for block-scheduling and have more time for SEL integration. Staff Responsible for Monitoring: Principal Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Sept	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 6: Academic Excellence

Performance Objective 1: To provide for the academic needs of all students in Celina ISD.

Evaluation Data Sources: Student growth index
 State assessment results
 MAP testing result (student progress monitoring)
 Other student progress monitoring results
 Student AP test scores (% of student scoring >3)

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue and improve CTT and PLC collaboration daily, incorporating Solution Tree best practices. Strategy's Expected Result/Impact: Student achievement and progress improves through meaningful data interpretation. Staff Responsible for Monitoring: Principal PLC/CTT Leads Teachers	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Celina Independent School District
Lykins Elementary
2020-2021 Campus Improvement Plan



Goal 6: Academic Excellence

Performance Objective 1: To provide for the academic needs of all students in Celina ISD.

Evaluation Data Sources: Student growth index
 State assessment results
 MAP testing result (student progress monitoring)
 Other student progress monitoring results
 Student AP test scores (% of student scoring >3)

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct PLC meetings to monitor strategies such as rigorous, student-focused, and differentiated lessons to promote continuous improvement in Special Education, Dyslexia, ELL, Gifted and Talented, and students served through 504 accommodations.</p> <p>Strategy's Expected Result/Impact: Provide differentiated, targeted instruction for all students.</p> <p>Staff Responsible for Monitoring: Campus Administration IDLT Special Education Classroom Teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide optional Saturday school opportunities for bilingual students in grades 1-5.</p> <p>Strategy's Expected Result/Impact: Increase in student academics and parent engagement.</p> <p>Staff Responsible for Monitoring: Campus Administration Bilingual Interventionist Bilingual Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				








Goal 5: Stewardship

Performance Objective 3: Preserve existing culture while providing supports that meet the physical, emotional, and behavioral needs of all students.

Evaluation Data Sources:

% of students and parents indicating satisfaction

of supports provided based on counselor reports








Strategy 1 Details	Reviews			
Strategy 1: Provide annual training/instruction on campus crisis and emergency plans. Strategy's Expected Result/Impact: Schedule trainings/meetings, staff sign-in sheets from trainings, staff knowledge an implementation of Code of Conduct Staff Responsible for Monitoring: Campus Administration School Counselor	Formative			Summative
	Sept	Nov	Mar	June
	 25%			
Strategy 2 Details	Reviews			
Strategy 2: Increase the number of security cameras in the unstructured environments of the campus. Strategy's Expected Result/Impact: Reduce discipline referrals from unstructured environments Staff Responsible for Monitoring: Security Campus Administration	Formative			Summative
	Sept	Nov	Mar	June
	 50%			
Strategy 3 Details	Reviews			
Strategy 3: Increase trained special education personnel for students academic needs and student safety. Strategy's Expected Result/Impact: Teacher/Student Ratio, Reduced Inclusion/Resource minutes and resources Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Nov	Mar	June
	 0%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Stewardship

Performance Objective 2: Meet fast growing needs of our student population by anticipating and preparing for enrollment gains.

Evaluation Data Sources:

- % of class size ratio
- % use of existing facilities
- % increase in supplemental funding from non-traditional sources

Strategy 1 Details	Reviews			
<p>Strategy 1: Consider additional instructional aid to provide support for at-risk students and our bilingual population. Strategy's Expected Result/Impact: Paraprofessional schedule, improve student academic scores on STAAR Staff Responsible for Monitoring: Campus Administration Funding Sources: staffing - 211-Title I - \$22,000</p>	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


Goal 5: Stewardship





Performance Objective 1: Provide equitable distribution of financial resources throughout the district.

Evaluation Data Sources:

of top financial ratings and recognitions

% of financial resources spent on instruction and student activities






Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a committee to meet quarterly to be an advocate for instructional resources and expenditures, which will ensure transparency within the campus.</p> <p>Strategy's Expected Result/Impact: Agenda from meetings, fiscal responsibility and use of funds</p> <p>Staff Responsible for Monitoring: Campus Administration Secretary Campus Counselor Team Leads</p>	Formative			Summative
	Sept	Nov	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 4: Leadership

Performance Objective 3: Design a detailed plan to address organizational structures and adequately prepare for projected growth.

Evaluation Data Sources: % of detailed plan implemented





Strategy 1 Details	Reviews			
Strategy 1: Create and utilize mentoring for new staff. Strategy's Expected Result/Impact: Agenda from meetings, teacher feedback, documentation of days they met Staff Responsible for Monitoring: Campus Administration Team Leads New Teachers	Formative			Summative
	Sept	Nov	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Leadership

Performance Objective 2: Develop a plan to build educator capacity for leadership.

Evaluation Data Sources:

- % of district employees participating in the plan
- % increase of involvement in district's leadership academy

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide leadership opportunities for experienced, well-versed staff interested in pursuing a leadership position for the following (See you at C.U.): Instructional Coach, Administration or Curriculum</p> <p>Strategy's Expected Result/Impact: Staff feedback, sign-in sheets, observation</p> <p>Staff Responsible for Monitoring: Principal Lead Teachers Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers opportunities to lead in different capacities and participate in the decision making process.</p> <p>Strategy's Expected Result/Impact: Committees led by teacher leaders</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p>	Formative			Summative
	Sept	Nov	Mar	June
	15%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy's Expected Result/Impact: Discipline records, parent survey, student survey, teacher survey

Staff Responsible for Monitoring: Campus Administration

Campus Counselor

Parent

Classroom Teachers

Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.2

0%



No Progress



Accomplished



Continue/Modify





Discontinue

Goal 4: Leadership

Performance Objective 1: Diversify opportunities for students to develop leadership skills.

Evaluation Data Sources: % increase of students involved in leadership opportunities/activities on each campus







Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize 5th grade Youth Leadership Team to expand students exemplifying leadership characteristics and responsibilities throughout the campus.</p> <p>Strategy's Expected Result/Impact: Increase the student participation, feedback from students, staff and parents</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teacher Sponsors Classroom Teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
	 25%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote and encourage the positive behavior support system that will be used on campus to recognize positive behavior exhibited by students. Charts in classroom will denote positive efforts made by students. (CHAMPS, Bobcat Heart Referral, Huddle Up</p> <p>Strategy's Expected Result/Impact: Decrease office referrals, increase student motivation, feedback from parental involvement survey, teacher feedback</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Counselor Classroom Teacher CES Staff</p>	Formative			Summative
	Sept	Nov	Mar	June
	 20%			
Strategy 3 Details	Reviews			
<p>Strategy 3: Meet bi-weekly with committee to discuss and revise behavior expectation/initiatives that are implemented campus-wide, used to fidelity for consistency and proficiency, to promote positive behavior and minimize discipline and/or bullying opportunities</p>	Formative			Summative
	Sept	Nov	Mar	June

Goal 3: Innovation

Performance Objective 3: Develop each student to be a creative and critical thinker.

Evaluation Data Sources:

- % increase of project/problem-based lessons
- % increase in test scores for AP, SAT, & advanced levels on STAAR
- % increase in teachers trained in PBL

Strategy 1 Details	Reviews			
Strategy 1: Implement a scholar intervention plan that includes all elements of intervention and enrichment. Strategy's Expected Result/Impact: Provide targeted instruction for all students. Staff Responsible for Monitoring: Interventionist Campus Administration Schoolwide and Targeted Assisted Title I Elements: 2.5	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Track growth index on assessments in all content areas and on the following student groups: African American, Hispanic, and White Economically Disadvantaged. Strategy's Expected Result/Impact: Improve growth and student gap indexes. Staff Responsible for Monitoring: Campus Administration Classroom Teachers Interventionist Schoolwide and Targeted Assisted Title I Elements: 2.6	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 3: Innovation

Performance Objective 2: Create collaborative learning spaces.

Evaluation Data Sources:

% increase in implementation of flexible classrooms

increase in teaming areas








Strategy 1 Details	Reviews			
<p>Strategy 1: Implement ongoing training of instructional staff in project based lessons.</p> <p>Strategy's Expected Result/Impact: Student growth, teacher feedback, observation, professional development sign-in sheets</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum Campus Administration Classroom Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Professional Development - 211-Title I - \$3,000</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the use of project based lessons through STEAM lab and classroom instruction.</p> <p>Strategy's Expected Result/Impact: Provide opportunities for students to collaborate and create using critical thinking strategies.</p> <p>Staff Responsible for Monitoring: STEAM Teacher Classroom Teacher Campus Administration</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5</p>	Formative			Summative
	Sept	Nov	Mar	June
	10%			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Innovation

Performance Objective 1: Expand technological opportunities.

Evaluation Data Sources:

- % increase in courses offered
- % increase in enrollment/participation
- # increase in device to student ratio
- # increase in teachers participating in quality training

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide PLC professional development for instructional staff and implement the PLC format during weekly team meetings.</p> <p>Strategy's Expected Result/Impact: Sign-in Sheets, Increase in teacher participation/buy in, feedback, and student growth</p> <p>Staff Responsible for Monitoring: Campus Administration Director of Elementary Curriculum</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Mar	June
	 25%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a master schedule that is conducive to a successful PLC implementation with grade level aligned intervention.</p> <p>Strategy's Expected Result/Impact: Scheduled time for horizontal planning of formative assessments, vertical alignment opportunities, common assessment, data dives and planning</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6</p>	Formative			Summative
	Sept	Nov	Mar	June
	 20%			
Strategy 3 Details	Reviews			
<p>Strategy 3: Identify student strength and weaknesses using Lead4ward Heat Map.</p> <p>Strategy's Expected Result/Impact: Intentional, specific instruction geared toward student strength and weaknesses.</p> <p>Staff Responsible for Monitoring: Campus Administration Interventionist</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6</p>	Formative			Summative
	Sept	Nov	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 2: Excellence





Performance Objective 4: Ensure systems and supports are designed to equip students with the soft skills necessary for college and career success.

Evaluation Data Sources:

of systems and supports implemented

% of students indicating preparedness

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer technology professional development to increase teacher and student instructional technology use with Apple tv's, and continue to expand instructional technology use for teachers and students.</p> <p>Strategy's Expected Result/Impact: Sign-In Data, Master Schedule, Teacher Feedback</p> <p>Staff Responsible for Monitoring: Instructional Technologist Campus Administrators Director of Elementary Curriculum</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Explore the possibility of increasing student/device ratio, especially for 4th and 5th grade. (ipads or chromebooks)</p> <p>Strategy's Expected Result/Impact: More devices of campus for student use.</p> <p>Staff Responsible for Monitoring: Instructional Technologist Campus Administration Technology Department Director of Elementary Curriculum</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5</p> <p>Funding Sources: - 211-Title I - \$15,000</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 3 Details	Reviews			
<p>Strategy 3: Promote college and trade awareness and implement character development bi-weekly to develop social and emotional skills.</p> <p>Strategy's Expected Result/Impact: Bi-weekly guidance lessons, Huddle Up</p> <p>Staff Responsible for Monitoring: Campus Counselor District CTE Director</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Mar	June
	15%			
Strategy 4 Details	Reviews			
<p>Strategy 4: Teach, model and integrate soft skills into STEAM lessons.</p> <p>Strategy's Expected Result/Impact: Common language throughout campus, Bobcat Heart, Huddle Up, Master Schedule</p> <p>Staff Responsible for Monitoring: Librarian Classroom Teachers Campus Administrators STEAM Teacher</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Mar	June
	20%			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Goal 2: Excellence

Performance Objective 3: Provide CTE opportunities and support for all students to ensure student success.

Evaluation Data Sources:

- % of graduation rate
- % increase of enrollment in CTE courses
- % of students receiving certifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use and model the use of academic vocabulary and increase the depth and complexity of instruction with the implementation of the interactive word wall and bilingual labels throughout the building.</p> <p>Strategy's Expected Result/Impact: Teacher lesson plans, campus walk-through data, student performance on local and state assessments</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum Campus Principal Classroom Teachers Bilingual Director</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211-Title I - \$3,000</p>	Formative			Summative
	Sept	Nov	Mar	June
	5%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development of the 4 C's; Collaboration, Communication, Critical Thinking and Creativity</p> <p>Strategy's Expected Result/Impact: Increase participation on climate and technology surveys, sign-in sheet</p> <p>Staff Responsible for Monitoring: Campus Administration Director of Elementary Curriculum Classroom Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5</p>	Formative			Summative
	Sept	Nov	Mar	June
	0%			

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide and increase opportunity to participate in STEAM activities and Gifted and Talented enrichment activities.</p> <p>Strategy's Expected Result/Impact: STEAM lab rotation or in master schedule for all students grades 1-5</p> <p>Staff Responsible for Monitoring: Librarian Campus Administrator Teachers STEAM Teacher GT Teacher Art Teacher</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				



Goal 2: Excellence






Performance Objective 2: Promote extra-curricular activities and events to maximize student education, development and wellness.







Evaluation Data Sources:

% increase of participation in extracurricular activities

increased of extra-curricular activities offered

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement and require dedicated, daily SEL time on the master schedule and SEL curriculum in grades 1-5. Strategy's Expected Result/Impact: Professional development provided for staff, lessons provided, character trait recognition each month Staff Responsible for Monitoring: School counselor Campus Administration Classroom Teachers Campus Staff</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Expand extra curricular opportunities for students, such as Chess Club, Spanish Club, Art Club, Lego Robotics, Cinco de Mayo Curriculum Night, Bilingual Spelling Bee Strategy's Expected Result/Impact: % Increase in participation and student clubs Staff Responsible for Monitoring: Campus Administrators Sponsors Teachers PTA</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide a campus-wide assembly with secondary student mentors or public speakers Strategy's Expected Result/Impact: Reduction in office or counselor referrals, decrease in bullying reports, list of events that occurred, roster of students Staff Responsible for Monitoring: Campus Principal Campus Counselor</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: - 211-Title I - \$3,000</p>	Formative			Summative
	Sept	Nov	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Implement Gomez and Gomez Peer Evaluations and adoption professional development to improve bilingual instruction.</p> <p>Strategy's Expected Result/Impact: Increase use of bilingual resources and improvement in student performance.</p> <p>Staff Responsible for Monitoring: Campus Administration Bilingual Teachers Bilingual Interventionist</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 6 Details	Reviews			
<p>Strategy 6: Align formative and summative assessments for better indication of student needs and mastery of content and standards.</p> <p>Strategy's Expected Result/Impact: PLC teacher data, student data on assessments, student growth measurement</p> <p>Staff Responsible for Monitoring: Classroom teachers Director of Elementary Curriculum Campus Administrators</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide paraprofessional inclusion support staff professional development and trainings.</p> <p>Strategy's Expected Result/Impact: Teacher feedback, walk-throughs, increase paraprofessional job performance, certificates</p> <p>Staff Responsible for Monitoring: Campus Administration Special Education Teacher Director of Elementary Curriculum</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Design intervention and acceleration opportunities within the school day with time built into the master schedule.</p> <p>Strategy's Expected Result/Impact: Align intervention strategies to measure growth, formative and summative assessment, and close student gaps</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide professional development for math instruction and increase student passing rate and growth index measure.</p> <p>Strategy's Expected Result/Impact: Increase student passing rate and growth measure.</p> <p>Staff Responsible for Monitoring: Campus Administration Classroom Teachers Intervention Teachers Special Education Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4</p>	Formative			Summative
	Sept	Nov	Mar	June
				



Strategy 3 Details	Reviews			
<p>Strategy 3: Provide necessary professional development and expand the use of guided reading library and strategy grouping as an intervention among struggling students and enrichment for our Title I students.</p> <p>Strategy's Expected Result/Impact: Measure of growth by objective and reading levels (certificates and invoices)</p> <p>Staff Responsible for Monitoring: Campus Administration Director of Elementary Curriculum Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211-Title I - \$10,000</p>	Formative			Summative
	Sept	Nov	Mar	June
	20%			
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement use of Instructional Coach on campus to improve professional development deployment and consistency, help with vertical and horizontal alignment, and assist with PLC process.</p> <p>Strategy's Expected Result/Impact: PLC Data, Professional Development, Sign-In Sheets, Certificates</p> <p>Staff Responsible for Monitoring: Campus Administration Director of Elementary Curriculum</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211-Title I - \$6,000</p>	Formative			Summative
	Sept	Nov	Mar	June
	25%			
Strategy 5 Details	Reviews			
<p>Strategy 5: Based on data gleaned from the 2017-2018 and 2018-2019 STAAR results, as seen on TxReports, the area of need identified by Celina ISD is for reading at third, fourth and fifth grades to increase the number of student who are advanced or exceed growth measurement standard</p> <p>Strategy's Expected Result/Impact: Purchase reading intervention program and engage in guided reading training during professional development opportunities (Fountas and Pinnell, Rooted in Reading, LLI)</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum Campus Principal Bilingual Director Classroom Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211-Title I - \$10,000</p>	Formative			Summative
	Sept	Nov	Mar	June
	10%			

Goal 2: Excellence

Performance Objective 1: Develop high quality educators dedicated to continuous improvement.

Evaluation Data Sources:

- % increase of professional development opportunities
- % of educator retention
- % of teachers participating in PLCs
- % of improvement in student growth index







Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Empowering Writers in accordance with the district writing plan to ensure high expectations for student, aligning common assessments vertically throughout campus.</p> <p>Strategy's Expected Result/Impact: Staff development sign-in sheets, certificates from training, agenda from professional development events, lesson plans, campus walk-through data, increase in academic performance of students on local and state assessments</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum, Campus Administration, Classroom Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - 211-Title I - \$2,000</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Schedule site visits to surrounding districts of comparable size to collaborate with other professionals on classroom instruction, design and best practice.</p> <p>Strategy's Expected Result/Impact: Implementation/discussion/presentation of information gained from site visits, increase instructional tools and provide professional development by peers.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Mar	June
				

Goal 1: Community

Performance Objective 3: Lykins Elementary will build relationships between the district and community organizations.

Evaluation Data Sources:








- # of district personnel on city educational committees
- # of community organization volunteers at campuses






Strategy 1 Details	Reviews			
<p>Strategy 1: With renovation of our building, create an atmosphere in the front office for all to feel welcome when visiting the office at Lykins Elementary.</p> <p>Strategy's Expected Result/Impact: Climate Survey Appearance</p> <p>Staff Responsible for Monitoring: Office Staff Campus Administration</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.1</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Include diverse groups of parents, faculty, and community members in decision making through various committees, (CIP, SHAC, site-based committee, calendar)</p> <p>Strategy's Expected Result/Impact: Increase volunteer opportunities and engagement from variety of stakeholders.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Community

Performance Objective 2: Implement career exploration programs in partnership with the community.

Evaluation Data Sources: % of students involved in mentorships, internships, apprenticeships and shadowing

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase partnerships with local businesses to support our families and students.</p> <p>Strategy's Expected Result/Impact: Methodist Church Food Bank, Additional Churches, Perfect Attendance Recognition, School Supply Drive, Sign Gypsies, STEAM Resources, Celina PD</p> <p>Staff Responsible for Monitoring: Campus Administration PTA CRE School Counselor</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.2</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Involve community sponsors responsible for Garden of Oz for ongoing support and participation.</p> <p>Strategy's Expected Result/Impact: Increase volunteer opportunities and participation.</p> <p>Staff Responsible for Monitoring: Garden Committee Campus Administration Grade Level Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.2</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Counselor with promote and increase participation of Career Day, which will also provide opportunities for community involvement.</p> <p>Strategy's Expected Result/Impact: Increase parent participation, increase exploration of programs and careers, Read Across America</p> <p>Staff Responsible for Monitoring: School Counselor Campus Administration Teachers Librarian</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.2</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 3 Details	Reviews			
Strategy 3: Encourage weekly communication between parents and staff about upcoming events and volunteer opportunities. Strategy's Expected Result/Impact: Open communication and partnership between school and home. Staff Responsible for Monitoring: Teachers Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 3.1	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



Goals

Goal 1: Community

Performance Objective 1: Expand opportunities for involvement of all families.

Evaluation Data Sources:

- % of community satisfied with opportunities based on survey
- # of programs offered to ensure and increase per year at each campus
- # of communicated volunteer opportunities
- # of participants at family events

Strategy 1 Details	Reviews			
<p>Strategy 1: Translate all campus communication in Spanish for bilingual population.</p> <p>Strategy's Expected Result/Impact: Increase in volunteer opportunities and participation</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.1 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Explore strategies/tools which support our families in their desire to be part of their child's education, such as curriculum meetings, parent involvement nights for free of charge, Watch Dog Dads, and other opportunities to become involved.</p> <p>Strategy's Expected Result/Impact: Parent's feedback from parental involvement survey, sign-in sheets from events, evaluation of activities to ensure a successful impact on learners.</p> <p>Staff Responsible for Monitoring: Campus Administration Specials Teachers Team Leads Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.2</p>	Formative			Summative
	Sept	Nov	Mar	June
				

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Celina Independent School District
O'Dell Elementary School
2020-2021 Campus Improvement Plan



Goals

Revised/Approved: February 28, 2020

Goal 1: Community

Performance Objective 1: Expand opportunities for involvement of all families.

Evaluation Data Sources:

- % of community satisfied with opportunities based on survey
- # of programs offered to ensure and increase per year at each campus
- # of communicated volunteer opportunities
- # of participants at family events

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Support Celina Education Foundation, O'Dell Elementary PTA & C.A.T.S with membership drives & helping host event/activities in order to continue to help provide scholarships for students, to help purchase materials for classroom teachers, and to provide opportunities for fundraising.</p> <p>Strategy's Expected Result/Impact: Increase # of members/participation in Celina Education Foundation, O'Dell PTA & C.A.T.S. Increase the amount of funds received for scholarships, fundraising & materials.</p> <p>Staff Responsible for Monitoring: Campus administration, teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Make available opportunities within campus organizations that will establish parental & community engagement: Principal/Counselor Coffee & Tea, Parent Involvement Nights, Watch Dog Dads, PTA events, etc.</p> <p>Strategy's Expected Result/Impact: Increase the participation # of parents/community members attending</p> <p>Staff Responsible for Monitoring: Campus administration, teachers, support staff, counselor</p>	Formative			Summative
	Sept	Nov	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 1: Community

Performance Objective 2: Implement career exploration programs in partnership with the community.

Evaluation Data Sources: % of students involved in mentorships, internships, apprenticeships and shadowing

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Participate in Career Day with local business owners. Strategy's Expected Result/Impact: Increase the % of community member participation from 50% to 75%. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Community





Performance Objective 3: Build relationships between the district and community organizations.

Evaluation Data Sources:

of district personnel on city educational committees

of community organization volunteers at campuses

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Broaden the involvement of Celina's Fire, Police & other City officials in Texas Reads One Book Literacy Program. Strategy's Expected Result/Impact: Increase the # of community volunteers participating in the program. Staff Responsible for Monitoring: Campus administration, teachers	Formative			Summative
	Sept	Nov	Mar	June
	0%	50%	100%	100%
Strategy 2 Details	Reviews			
Strategy 2: Strengthen & support the "Healthy Zone" exercise & nutrition program, and continue supporting the "Amped" running club focusing on increasing student participation. Strategy's Expected Result/Impact: Increase the % of students/parents. Staff Responsible for Monitoring: P.E. Coach	Formative			Summative
	Sept	Nov	Mar	June
	45%	75%	100%	100%
Strategy 3 Details	Reviews			
Strategy 3: Expand the "Healthy Zone Health Fair" by reaching out to additional organizations who address & support student health issues. Strategy's Expected Result/Impact: Increase the # of participants & community sponsors. Staff Responsible for Monitoring: Campus administration, Nurse, P.E. Coach	Formative			Summative
	Sept	Nov	Mar	June
	10%	50%	55%	→
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 2: Excellence

Performance Objective 1: Develop high quality educators dedicated to continuous improvement.

Evaluation Data Sources:

- % increase of professional development opportunities
- % of educator retention
- % of teachers participating in PLCs
- % of improvement in student growth index

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Support & grow teachers through recommendations into Aspiring Administrators. Strategy's Expected Result/Impact: Increase the % of teacher growth. Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Sept	Nov	Mar	June
	20%	50%	50%	→
Strategy 2 Details	Reviews			
Strategy 2: Support new hires through involvement in the "New Teacher Academy" & campus mentor program. Strategy's Expected Result/Impact: Increase % of teacher growth, T-Tess. Staff Responsible for Monitoring: Campus administration.	Formative			Summative
	Sept	Nov	Mar	June
	50%	75%	100%	100%
Strategy 3 Details	Reviews			
Strategy 3: Hire highly qualified diverse candidates to represent the student population within the campus. Strategy's Expected Result/Impact: Increase the # of teachers by diversity. Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Sept	Nov	Mar	June
	20%	55%	55%	→
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Excellence












Performance Objective 2: Promote extra-curricular activities and events to maximize student education, development and wellness.

Evaluation Data Sources:

% increase of participation in extracurricular activities

increased of extra-curricular activities offered

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Expand and increase parental engagement with Family Literacy, Got Math?, Mad Science and STEM programs by involving our PTA.</p> <p>Strategy's Expected Result/Impact: Increase # of student & parent engagement.</p> <p>Staff Responsible for Monitoring: Campus administration, teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Support PTA with family involvement nights, social events, school programs and fundraisers.</p> <p>Strategy's Expected Result/Impact: Increase the % of participation.</p> <p>Staff Responsible for Monitoring: Campus administration, teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				









Goal 2: Excellence

Performance Objective 3: Provide CTE opportunities and support for all students to ensure student success.

Evaluation Data Sources:

- % of graduation rate
- % increase of enrollment in CTE courses
- % of students receiving certifications

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the STEM lab & Computer lab to promote higher level thinking skills by implementing a schedule for 4th & 5th grade students utilizing advanced academics & technology to provide opportunities for students to excel in CTE strand.</p> <p>Strategy's Expected Result/Impact: Increase the % of students enrolling in CTE at secondary level.</p> <p>Staff Responsible for Monitoring: Canpus administration, STEM teacher</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Excellence

Performance Objective 4: Ensure systems and supports are designed to equip students with the soft skills necessary for college and career success.

Evaluation Data Sources:

of systems and supports implemented

% of students indicating preparedness

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Character Education designed by the campus counselor will be provided weekly in the classrooms by the teachers.</p> <p>Strategy's Expected Result/Impact: Increase the # of student success in careers & college readiness.</p> <p>Staff Responsible for Monitoring: Campus administration, Counselor</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom teachers will deliver Social Emotional Learning lessons weekly.</p> <p>Strategy's Expected Result/Impact: Increase the # of student success in career readiness.</p> <p>Staff Responsible for Monitoring: Campus administration, counselor, teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Counselor will provide guidance lessons weekly in the classrooms focusing on character traits.</p> <p>Strategy's Expected Result/Impact: Increase the # of student success in career readiness.</p> <p>Staff Responsible for Monitoring: Campus administration, counselor</p>	Formative			Summative
	Sept	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				









Goal 3: Innovation

Performance Objective 1: Expand technological opportunities.

Evaluation Data Sources:

- % increase in courses offered
- % increase in enrollment/participation
- # increase in device to student ratio
- # increase in teachers participating in quality training

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Campus IT will continue to work with teachers & offer new innovative ideas, in order to share/introduce to our students. Strategy's Expected Result/Impact: Data processing & completion time expedited. Staff Responsible for Monitoring: Teahers, Technology	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Innovation









Performance Objective 2: Create collaborative learning spaces.

Evaluation Data Sources:

% increase in implementation of flexible classrooms

increase in teaming areas

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: "Outdoor Learning Center" will continue to be utilized for shared reading, science activities, art projects and homeroom lunch time. Strategy's Expected Result/Impact: Evidence of flexible class space. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				













Goal 3: Innovation

Performance Objective 3: Develop each student to be a creative and critical thinker.

Evaluation Data Sources:

- % increase of project/problem-based lessons
- % increase in test scores for AP, SAT, & advanced levels on STAAR
- % increase in teachers trained in PBL

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Expand the implementation of PLC by sending additional teachers to training. Training may be offered virtually due to COVID19.</p> <p>Strategy's Expected Result/Impact: Increase % of teachers trained.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
	15% 	45% 	45% 	
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide additional support by purchasing needed materials & supplies for our intervention program in order to achieve a higher percentage in the meets & mastery level on the state assessment.</p> <p>Strategy's Expected Result/Impact: Increase the % of student growth & the % of TIER 1 instruction & STAAR scores.</p> <p>Staff Responsible for Monitoring: Campus administration, teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
	50% 	75% 	85% 	
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Leadership

Performance Objective 1: Diversify opportunities for students to develop leadership skills.

Evaluation Data Sources: % increase of students involved in leadership opportunities/activities on each campus

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of students selected to participate in the Youth Leadership Team (YLT) by 25%. Strategy's Expected Result/Impact: Help develop leadership skills & participation in community service projects. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Expand peer tutoring for lower grade levels focusing on math & reading. Strategy's Expected Result/Impact: Help develop leadership skills & observe the # of students participating. Staff Responsible for Monitoring: Teachers, counselor	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Involve student leadership to help to increase participation in growing our FCA program. Strategy's Expected Result/Impact: Help develop leadership skills. Staff Responsible for Monitoring: Teacher sponsor, counselor	Formative			Summative
	Sept	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: Leadership

Performance Objective 2: Develop a plan to build educator capacity for leadership.

Evaluation Data Sources:

- % of district employees participating in the plan
- % increase of involvement in district's leadership academy





Strategy 1 Details	Reviews			
<p>Strategy 1: Encourage teachers to participate in hosting a workshop for campus/district Professional Development for their discipline.</p> <p>Strategy's Expected Result/Impact: Increased teacher efficacy & increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus administration, teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
	5%	65%	65%	→
Strategy 2 Details	Reviews			
<p>Strategy 2: Expand & participate in professional development based on teachers T-Tess goals.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus administrator, teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
	15%	45%	65%	→
<p>0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue</p>				

Goal 4: Leadership

Performance Objective 3: Design a detailed plan to address organizational structures and adequately prepare for projected growth.

Evaluation Data Sources: % of detailed plan implemented

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategic placement of each added grade/teacher for projected growth. Important for transition & rotations. Strategy's Expected Result/Impact: # of rooms available for each grade level without disrupting current placement. Staff Responsible for Monitoring: Campus administrator</p>	Formative			Summative
	Sept	Nov	Mar	June
	50%	75%	100%	100%
Strategy 2 Details	Reviews			
<p>Strategy 2: Due to projected growth careful attention is paid to enrollment and the need to order additional textbooks & materials. Strategy's Expected Result/Impact: Availability of textbooks, materials and classrooms are readily accessible. Staff Responsible for Monitoring: Campus administration</p>	Formative			Summative
	Sept	Nov	Mar	June
	50%	80%	100%	100%
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Stewardship









Performance Objective 1: Provide equitable distribution of financial resources throughout the district.

Evaluation Data Sources:

of top financial ratings and recognitions

% of financial resources spent on instruction and student activities

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Allocate financial resources equally throughout disciplines & grades levels by working closely with Central Administration.</p> <p>Strategy's Expected Result/Impact: Budget is managable and allocated appropriately.</p> <p>Staff Responsible for Monitoring: Campus administration</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Stewardship

Performance Objective 2: Meet fast growing needs of our student population by anticipating and preparing for enrollment gains.

Evaluation Data Sources:

- % of class size ratio
- % use of existing facilities
- % increase in supplemental funding from non-traditional sources

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Monitor teacher/student ratio for all grades levels . Strategy's Expected Result/Impact: Enrollment remains current/accurate & attainable. Staff Responsible for Monitoring: Campus administration, PEIMS	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize all available space/rooms wisely. Strategy's Expected Result/Impact: Ensure availability & capacity throughout growth. Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Sept	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				













Goal 5: Stewardship

Performance Objective 3: Preserve existing culture while providing supports that meet the physical, emotional, and behavioral needs of all students.

Evaluation Data Sources:

- % of students and parents indicating satisfaction
- # of supports provided based on counselor reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Routinely practice safety drills to ensure a positive, safe & orderly school atmosphere. Strategy's Expected Result/Impact: Increase % of student & parent satisfaction for safety. Staff Responsible for Monitoring: Campus administration, teachers, SRO	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure an environment that provides maximum instructional time while allowing flexibility for individual student needs when developing the master schedule. Strategy's Expected Result/Impact: Observations, T-Tess observe classroom environment, as well as view procedures & protocols in place. Staff Responsible for Monitoring: Campus administration, teachers	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Academic Excellence

Performance Objective 1: To provide for the academic needs of all students in Celina ISD.

- Evaluation Data Sources:** Student growth index
 State assessment results
 MAP testing result (student progress monitoring)
 Other student progress monitoring results
 Student AP test scores (% of student scoring >3)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Support & provide the needed materials and resources to increase the percentage of student scores to "meets" & "masters" on the state assessment.</p> <p>Strategy's Expected Result/Impact: Increase in % of students scoring "meets & masters" and showing an increase in student growth from 25% to 50%.</p> <p>Staff Responsible for Monitoring: Campus administration, teachers, intervention teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure the success of all students by monitoring their progress after each curriculum check & by using MAP testing to monitor growth.</p> <p>Strategy's Expected Result/Impact: Increase % of students showing growth on the state assessment.</p> <p>Staff Responsible for Monitoring: Campus administration, teachers</p>	Formative			Summative
	Sept	Nov	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Celina Independent School District
Celina Primary School
2020-2021 Campus Improvement Plan









Goals









Goal 1: Community

Performance Objective 1: Celina Primary School will provide a variety of opportunities for the involvement of all families in 2020-21. Parent participation and involvement in school programs and events will increase from 2020-2021 by 5% by May 21, 2021.

Evaluation Data Sources: # of school event offerings
 # in attendance at school events
 # of volunteers
 # of Watch D.O.G.S.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Parental Involvement Committee will plan and execute at least 3 school events.</p> <p>-Back to School Dance -Polar Express Night -Family STEAM Night</p> <p>Strategy's Expected Result/Impact: -Increased attendance and involvement in school sponsored events Staff Responsible for Monitoring: Principal Parental Involvement Committee Chair</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Recruit male role models to volunteer on campus through Watch D.O.G.S. Program.</p> <p>Strategy's Expected Result/Impact: -Increase male parent/guardian involvement Staff Responsible for Monitoring: Principal Counselor</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Mar	June
				









Strategy 3 Details	Reviews			
<p>Strategy 3: Increase the number of prekindergarten parents who attend parent trainings.</p> <ul style="list-style-type: none"> -Parent interest survey -Provide childcare -Offer same training multiple times -Provide food -Provide free materials for all participants <p>Strategy's Expected Result/Impact: -Increased parental involvement and support with their students education</p> <ul style="list-style-type: none"> -Increased student achievement -Decreased office referrals <p>Staff Responsible for Monitoring: Principal Counselor PreK Team</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Training materials for parents/guardians - 211-Title I - \$2,000, Comp time pay for staff providing childcare - 211-Title I - \$100</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				




Goal 2: Excellence

Performance Objective 1: Celina Primary School will develop and hire high-quality educators dedicated to continuous improvement in 2020-2021. 100% of Celina Primary School teachers will participate in campus and district initiated professional development aligned to campus/district goals by May 21, 2021.

Evaluation Data Sources: # of professional development opportunities offered in district and out of district
 # of staff who participate in district initiated staff development
 # of teachers who are CPI trained
 # of instructional aides who participate in professional development

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a campus Student Success Committee to support teachers with students with challenging behaviors.</p> <p>Strategy's Expected Result/Impact: -Decrease the number of office referrals and time spent out of the classroom -Improved student behavior -Teachers better equipped to manage students with challenging behaviors</p> <p>Staff Responsible for Monitoring: Principal Counselor Resource Teacher</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6 Problem Statements: Student Learning 1, 4 - Perceptions 1</p>	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide staff with training and support in managing students with problem behaviors.</p> <p>Strategy's Expected Result/Impact: -Decreased office referrals and time spent out of the classroom due to problem behavior -Increase student achievement -Increased campus morale</p> <p>Staff Responsible for Monitoring: Principal Counselor Student Success Committee</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 1, 4 - Perceptions 1</p>	Formative			Summative
	Sept	Nov	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Build in days for kindergarten to work on long term curriculum planning.</p> <p>Strategy's Expected Result/Impact: -Increased student performance -Increased curriculum depth of knowledge -Increased campus morale</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Sept	Nov	Mar	June
	25%	50%	70%	100%
<p>0% No Progress  Accomplished  Continue/Modify  Discontinue</p>				








Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Staff need additional support to better manage students with behavior problems. Root Cause: Student with behavior problems disrupt the learning process</p>
Student Learning
<p>Problem Statement 1: Not all incoming kindergarten students begin school kindergarten ready social emotionally or academically. Root Cause: Pre-kindergarten is not universal, not all students attend pre-kindergarten.</p>
<p>Problem Statement 4: Behavior issues impede student progress and disrupt classroom instruction. Root Cause: Lack of staff to support and staff training to handle students with discipline issues.</p>
<p>Problem Statement 5: Kindergarten teachers need a common planning time. Root Cause: School schedule does not permit common planning. Not enough specials staff to allow the teachers to have a common planning time.</p>
Perceptions
<p>Problem Statement 1: Students' lack of experience, poor problem solving skills, and under developed self-regulating skills cause behavior difficulties in class. Root Cause: Students lack self-control and self-regulation skills.</p>

Goal 2: Excellence

Performance Objective 2: Celina Primary School will provide all students with foundational CTE development opportunities in 2020-21. 100% of students will participate in STEAM lessons.

Evaluation Data Sources: campus schedule
provide STEAM class within the weekly specials rotation








Strategy 1 Details	Reviews			
<p>Strategy 1: Introduce students to early CTE skills during STEAM Class.</p> <p>Strategy's Expected Result/Impact: -Increased critical thinking and problem solving skills -Exposure to early coding and STEM challenges</p> <p>Staff Responsible for Monitoring: Principal STEAM IA</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5</p> <p>Funding Sources: STEAM IA and ART IA - 211-Title I - \$46,000</p>	Formative			Summative
	Sept	Nov	Mar	June
	 25%	 50%	 75%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Excellence

Performance Objective 3: Celina Primary School will ensure systems and supports are designed to equip students with the soft skills necessary for college and career success in 2020-21. 100% of students will participate in the school character development program, social-emotional lessons, and soft skills learning activities.

Targeted or ESF High Priority

- Evaluation Data Sources:** # of guidance lessons facilitated by the counselor
- # of student discipline referrals
- # of students receiving awards
- # of students participating in SEL Lessons
- # of staff who participate in SEL training

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
<p>Strategy 1: Provide staff with training and materials needed to promote students social and emotional development.</p> <p>Strategy's Expected Result/Impact: -Decreased office referrals and time spent out of class -Increased student academic performance -Students using SEL strategies taught</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 1, 4 - Perceptions 1</p> <p>Funding Sources: Social and Emotional Staff Training - 211-Title I - \$2,000</p>	 25%	 50%	 75%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Not all incoming kindergarten students begin school kindergarten ready social emotionally or academically. Root Cause: Pre-kindergarten is not universal, not all students attend pre-kindergarten.</p> <p>Problem Statement 4: Behavior issues impede student progress and disrupt classroom instruction. Root Cause: Lack of staff to support and staff training to handle students with discipline issues.</p>

Perceptions









Problem Statement 1: Students' lack of experience, poor problem solving skills, and under developed self-regulating skills cause behavior difficulties in class. **Root Cause:** Students lack self-control and self-regulation skills.

Goal 3: Innovation

Performance Objective 1: Celina Primary School will develop each students' computer literacy skills in 2020-21. 100% of Celina Primary School students will be introduced early technology skills by May 21, 2021.

Evaluation Data Sources: % of students who participate in computer class
 % of students who participate in STEAM class
 # of staff who participate in technology related professional development
 # of staff integrating technology into instruction

Summative Evaluation: Exceeded Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Continuous staff development in the area of technology integration and clear/common expectations for the use of technology campus wide.</p> <p>Strategy's Expected Result/Impact: -Increase staff confidence and proficiency in the use of technology -Technology embedded into lessons -Increase student proficiency in the care and responsible use of technology</p> <p>Staff Responsible for Monitoring: Principal Instructional Technology Coach</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Staff Training - 211-Title I - \$2,000</p>	Formative			Summative
	Sept	Nov	Mar	June
	 25%	 50%	 50%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Leadership

Performance Objective 1: Celina Primary School will develop educator capacity for leadership in 2020-21. Increase the number of opportunities for staff to lead in various roles by 10% by May 21, 2021.

- Evaluation Data Sources:**
- # of teachers participating in Team Leader Roles
 - # of staff participating in site-based committees
 - # of staff participating in CISD's leadership academy
 - # of teachers on district committees

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide ample opportunities for various staff members to take on leadership roles and responsibilities.</p> <p>Strategy's Expected Result/Impact: -Staff lead professional development to improve staff effectiveness</p> <ul style="list-style-type: none"> -Team Leaders support grade level teams -Campus Committee Chairs lead campus wide initiatives -District Committee Representatives give a voice for our campus -Increased commitment from staff -High campus culture and morale -Empowered staff <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Mar	June
	 <p>25%</p>	 <p>50%</p>	 <p>75%</p>	 <p>100%</p>
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 5: Stewardship

Performance Objective 1: Celina Primary School will preserve existing culture while providing supports that meet the physical, emotional, and behavioral needs of all students in 2020-21. 100% of our students will participate in character development education and SEL lessons.

Targeted or ESF High Priority

- Evaluation Data Sources:** % of students participating in guidance lessons
 # of discipline referrals
 # of CPI trained staff
 # of staff who participate in SEL professional development
 # of staff who participate in behavior/classroom management professional development

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide CPI training to all staff who work directly with students. Strategy's Expected Result/Impact: -Increase capacity of staff to manage student with discipline problems Staff Responsible for Monitoring: Principal Problem Statements: Student Learning 4 - Perceptions 1	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide continuous behavior management training to all staff who work directly with students. Strategy's Expected Result/Impact: -Decrease the number of office referrals and time spent out of the classroom -Increase students' ability to regulate their emotions -Increase students problem solving and conflict resolution skills Staff Responsible for Monitoring: Principal Counselor Student Success Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 4 - Perceptions 1	Formative			Summative
	Sept	Nov	Mar	June
				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
<p>Strategy 3: Provide students with explicit instruction on self-regulating techniques, problems solving, and character development.</p> <p>Strategy's Expected Result/Impact: -Decrease the number of office referrals and time spent out of the classroom -Increase students' ability to regulate their emotions -Increase students problem solving and conflict resolution skills</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 4, 6 - Perceptions 1 Funding Sources: Supplemental Instructional Material - 211-Title I - \$3,000, Staff Development - 211-Title I - \$2,000</p>				
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Staff need additional support to better manage students with behavior problems. Root Cause: Student with behavior problems disrupt the learning process
Student Learning
Problem Statement 1: Not all incoming kindergarten students begin school kindergarten ready social emotionally or academically. Root Cause: Pre-kindergarten is not universal, not all students attend pre-kindergarten.
Problem Statement 4: Behavior issues impede student progress and disrupt classroom instruction. Root Cause: Lack of staff to support and staff training to handle students with discipline issues.
Problem Statement 6: Instructional assistants need training on how to best support struggling learners. Root Cause: Instructional assistants are not trained to work with struggling students.
Perceptions
Problem Statement 1: Students' lack of experience, poor problem solving skills, and under developed self-regulating skills cause behavior difficulties in class. Root Cause: Students lack self-control and self-regulation skills.

Goal 6: Academic Excellence

Performance Objective 1: Celina Primary School will increase the number of students who begin school kindergarten-ready in 2020-2021 by 20%.

Targeted or ESF High Priority

Evaluation Data Sources: # of students entering kindergarten ready
 # of students who participate in Kindergarten Bootcamp
 # of parents who participate in Kindergarten Bootcamp training

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
<p>Strategy 1: Offer 20% of incoming kindergarten students and their parents 3 days of kindergarten readiness and social emotional development training by means of a summer Kindergarten Bootcamp.</p> <p>Strategy's Expected Result/Impact: -Increased number of students beginning school kindergarten ready -Build parent capacity to support their student's social emotional and academic development -Decrease the number of students requiring intervention -Decrease number of students retained in kindergarten</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p> <p>Funding Sources: Classroom and Parent Training Materials - 211-Title I - \$4,000, Staff Extra Duty Compensation - 211-Title I - \$3,000</p>	X	X	X	X
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 1 Problem Statements:









Student Learning
<p>Problem Statement 1: Not all incoming kindergarten students begin school kindergarten ready social emotionally or academically. Root Cause: Pre-kindergarten is not universal, not all students attend pre-kindergarten.</p>
Perceptions
<p>Problem Statement 1: Students' lack of experience, poor problem solving skills, and under developed self-regulating skills cause behavior difficulties in class. Root Cause: Students lack self-control and self-regulation skills.</p>

Goal 6: Academic Excellence

Performance Objective 2: Celina Primary School will decrease the number of students retained in 2020-2021.

Evaluation Data Sources: # of students retained in kindergarten

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff with MTSS and intervention training and materials to support struggling students.</p> <p>Strategy's Expected Result/Impact: -More MTSS resources to support students during intervention time</p> <ul style="list-style-type: none"> -Increased student achievement -Shorter time needed to close learning gaps -Instructional assistants better equipped to work with struggling learners -Decreased number of failing students <p>Staff Responsible for Monitoring: Principal Counselor MTSS Committee</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 1</p> <p>Funding Sources: Researched based intervention materials - 211-Title I - \$3,000, Professional Development - 211-Title I - \$3,000</p>	Formative			Summative
	Sept	Nov	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 6: Instructional assistants need training on how to best support struggling learners. Root Cause: Instructional assistants are not trained to work with struggling students.</p>
School Processes & Programs
<p>Problem Statement 1: Teachers need additional research based materials to support students in the MTSS process. Root Cause: Lack of research based intervention materials</p>

Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2020-21 School Year (To the Extent Permitted under FERPA)

Reason Code	Description	Celina Primary	Lykins Elementary	O'Dell Elementary	Celina Junior High	Celina High School
11	Used, exhibited, possessed firearm					
12	Used, exhibited possessed illegal knife					
13	Used, exhibited, possessed illegal club					
14	Used, exhibited, possessed prohibited weapon					
16	Arson					
17	Murder, capital murder, criminal attempt to commit murder/ capital murder					
18	Indecency with a child					
19	Aggravated kidnapping					
29	Aggravated assault against school district employee/ volunteer					
30	Aggravated assault against non-employee/volunteer					
31	Sexual assault/aggravated sexual assault against school district employee/volunteer					
32	Sexual assault/aggravated sexual assault against non employee/volunteer					
36	Felony controlled substance violation					
37	Felony alcohol violation					
46	Aggravated robbery					
47	Manslaughter					
48	Criminally negligent homicide					
49	Engages in deadly conduct					
57	Continuous Sexual Abuse of Young Child or Children					
Total Incidents		0	0	0	0	0
Student Enrollment (Fall 2020 PEIMS Snapshot)		239	559	547	699	914
Incident Rate		0	0	0	0	0

The Reason Codes listed in this table are the PEIMS/TSDS Action Reason Codes applicable to **mandatory expellable incidents** that TEA uses in its methodology for identifying Persistently Dangerous Schools as required under the Unsafe School Choice Option (USCO) described in Section 8532 of ESSA.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

**Texas High School Graduates from FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
CELINA ISD								
	043903001 CELINA H S							
	Four-Year Public University	37	3	2	4	4	24	0
	Two-Year Public Colleges	64	17	8	11	16	12	0
	Independent Colleges & Universities	6						
	Not Trackable	10						
	Not Found	86						
	Total High School Graduates	203						