

2019-20 Texas Academic Performance Report

District Name: **CELINA ISD**

District Number: **043903**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

Meets Requirements

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District Name: CELINA ISD
County Name: COLLIN
District Number: 043903

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	78%	88%	*	75%	92%	*	*	-	*	76%	*	89%	88%	76%	67%
	2018	77%	78%	92%	88%	78%	97%	*	*	-	100%	79%	*	92%	94%	70%	75%
At Meets Grade Level or Above	2019	45%	48%	60%	*	48%	64%	*	*	-	*	36%	*	58%	65%	46%	61%
	2018	43%	45%	58%	50%	40%	64%	*	*	-	83%	29%	*	56%	64%	30%	33%
At Masters Grade Level	2019	27%	30%	40%	*	27%	44%	*	*	-	*	15%	*	40%	42%	24%	39%
	2018	25%	27%	36%	0%	10%	48%	*	*	-	33%	14%	*	33%	43%	12%	8%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	81%	89%	*	73%	94%	*	*	-	*	76%	*	91%	83%	81%	61%
	2018	78%	79%	92%	88%	80%	96%	*	*	-	100%	57%	*	93%	89%	76%	71%
At Meets Grade Level or Above	2019	49%	52%	57%	*	32%	65%	*	*	-	*	30%	*	58%	54%	41%	22%
	2018	47%	50%	69%	50%	55%	75%	*	*	-	83%	36%	*	70%	66%	42%	50%
At Masters Grade Level	2019	25%	28%	28%	*	11%	33%	*	*	-	*	12%	*	30%	23%	11%	6%
	2018	23%	26%	33%	25%	20%	38%	*	*	-	33%	14%	*	30%	40%	15%	13%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	75%	88%	78%	70%	94%	*	*	-	100%	57%	100%	87%	89%	59%	64%
	2018	73%	73%	90%	100%	77%	94%	*	*	-	100%	72%	100%	93%	85%	79%	87%
At Meets Grade Level or Above	2019	44%	46%	56%	44%	28%	66%	*	*	-	57%	24%	83%	58%	53%	35%	28%
	2018	46%	47%	64%	80%	40%	71%	*	*	-	83%	40%	40%	69%	55%	47%	53%
At Masters Grade Level	2019	22%	24%	31%	11%	7%	41%	*	*	-	14%	10%	50%	32%	29%	14%	12%
	2018	24%	26%	33%	20%	21%	36%	*	*	-	67%	24%	40%	39%	22%	16%	33%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	77%	82%	67%	65%	89%	*	*	-	86%	52%	100%	86%	76%	65%	60%
	2018	78%	79%	91%	100%	77%	95%	*	*	-	100%	68%	100%	94%	85%	84%	93%
At Meets Grade Level or Above	2019	48%	51%	56%	44%	40%	62%	*	*	-	57%	19%	100%	58%	53%	32%	32%
	2018	49%	51%	62%	60%	42%	68%	*	*	-	83%	44%	80%	63%	60%	35%	53%
At Masters Grade Level	2019	28%	32%	30%	22%	12%	38%	*	*	-	0%	14%	67%	32%	26%	5%	4%
	2018	27%	30%	39%	20%	21%	46%	*	*	-	50%	20%	40%	46%	28%	23%	33%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	68%	76%	78%	53%	83%	*	*	-	100%	38%	100%	77%	75%	62%	52%
	2018	63%	64%	79%	80%	67%	82%	*	*	-	100%	56%	100%	82%	74%	70%	87%
At Meets Grade Level or Above	2019	35%	38%	42%	11%	26%	51%	*	*	-	29%	14%	100%	39%	45%	27%	28%
	2018	39%	42%	57%	80%	37%	61%	*	*	-	100%	28%	60%	57%	58%	47%	47%
At Masters Grade Level	2019	11%	13%	11%	0%	2%	15%	*	*	-	14%	5%	17%	11%	11%	0%	0%
	2018	11%	14%	18%	20%	9%	21%	*	*	-	17%	16%	20%	18%	18%	7%	20%

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Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	87%	96%	80%	88%	99%	*	*	-	100%	84%	100%	98%	93%	88%	81%
	2018	84%	85%	98%	*	96%	99%	*	*	-	100%	95%	100%	99%	97%	98%	93%
At Meets Grade Level or Above	2019	54%	57%	78%	80%	60%	83%	*	*	-	100%	52%	83%	82%	69%	68%	50%
	2018	54%	57%	77%	*	61%	82%	*	*	-	100%	50%	60%	76%	79%	60%	52%
At Masters Grade Level	2019	29%	33%	48%	40%	24%	54%	*	*	-	71%	12%	50%	47%	49%	29%	19%
	2018	26%	29%	40%	*	20%	46%	*	*	-	57%	25%	20%	42%	37%	20%	15%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	91%	99%	100%	98%	99%	*	*	-	100%	92%	100%	100%	97%	98%	94%
	2018	91%	91%	100%	*	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
At Meets Grade Level or Above	2019	58%	61%	74%	60%	55%	79%	*	*	-	86%	48%	83%	76%	69%	54%	63%
	2018	58%	60%	79%	*	63%	84%	*	*	-	86%	60%	90%	81%	76%	65%	56%
At Masters Grade Level	2019	36%	40%	55%	60%	43%	56%	*	*	-	57%	44%	33%	58%	47%	41%	56%
	2018	30%	33%	49%	*	37%	55%	*	*	-	43%	15%	70%	48%	52%	30%	30%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	75%	91%	80%	78%	95%	*	*	-	100%	68%	100%	90%	93%	83%	88%
	2018	76%	76%	95%	*	87%	98%	*	*	-	100%	75%	89%	94%	98%	80%	85%
At Meets Grade Level or Above	2019	49%	50%	66%	60%	39%	73%	*	*	-	86%	28%	67%	65%	68%	51%	44%
	2018	41%	42%	72%	*	49%	81%	*	*	-	86%	45%	78%	72%	73%	50%	41%
At Masters Grade Level	2019	24%	25%	36%	40%	12%	40%	*	*	-	71%	12%	33%	36%	36%	22%	13%
	2018	17%	18%	44%	*	20%	51%	*	*	-	71%	40%	44%	43%	45%	23%	19%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	70%	85%	*	65%	92%	*	*	-	100%	35%	92%	87%	82%	69%	54%
	2018	69%	71%	86%	*	70%	91%	*	*	*	100%	32%	100%	87%	83%	72%	55%
At Meets Grade Level or Above	2019	37%	41%	58%	*	31%	66%	*	*	-	88%	20%	62%	57%	59%	31%	8%
	2018	39%	42%	57%	*	43%	65%	*	*	*	33%	16%	50%	62%	47%	30%	23%
At Masters Grade Level	2019	18%	20%	26%	*	14%	29%	*	*	-	38%	10%	31%	28%	23%	14%	4%
	2018	19%	21%	32%	*	24%	38%	*	*	*	0%	11%	0%	36%	26%	12%	5%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	83%	92%	*	88%	93%	*	*	-	100%	70%	100%	94%	88%	86%	84%
	2018	77%	79%	94%	*	85%	96%	*	*	*	100%	63%	83%	95%	91%	82%	82%
At Meets Grade Level or Above	2019	47%	51%	61%	*	32%	70%	*	*	-	88%	25%	62%	63%	58%	37%	24%
	2018	44%	49%	68%	*	57%	72%	*	*	*	78%	21%	67%	69%	65%	46%	41%
At Masters Grade Level	2019	21%	25%	27%	*	14%	31%	*	*	-	38%	15%	23%	28%	26%	14%	8%
	2018	18%	22%	29%	*	9%	39%	*	*	*	22%	16%	33%	27%	33%	12%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	91%	*	83%	95%	*	*	*	100%	47%	100%	91%	90%	79%	76%
	2018	74%	76%	88%	67%	82%	92%	*	-	-	60%	33%	100%	86%	91%	74%	63%

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At Meets Grade Level or Above		2019	49%	52%	72%	*	58%	77%	*	*	*	90%	26%	80%	73%	70%	51%	53%
		2018	48%	51%	62%	50%	49%	67%	*	-	-	60%	20%	80%	57%	69%	36%	19%
At Masters Grade Level		2019	29%	32%	49%	*	39%	54%	*	*	*	40%	16%	60%	50%	47%	34%	12%
		2018	29%	32%	40%	17%	29%	45%	*	-	-	40%	7%	80%	37%	45%	24%	19%
Grade 7 Mathematics																		
At Approaches Grade Level or Above		2019	75%	77%	95%	*	88%	98%	*	*	*	100%	79%	100%	97%	93%	89%	88%
		2018	72%	75%	90%	100%	82%	93%	*	-	-	80%	47%	100%	90%	91%	81%	72%
At Meets Grade Level or Above		2019	43%	46%	76%	*	59%	83%	*	*	*	80%	32%	80%	77%	74%	57%	47%
		2018	40%	44%	63%	33%	55%	68%	*	-	-	60%	20%	80%	59%	70%	48%	33%
At Masters Grade Level		2019	17%	20%	42%	*	27%	49%	*	*	*	40%	26%	80%	40%	44%	30%	18%
		2018	18%	23%	28%	0%	24%	33%	*	-	-	0%	7%	60%	27%	31%	12%	6%
Grade 7 Writing																		
At Approaches Grade Level or Above		2019	70%	72%	91%	*	80%	95%	*	*	*	100%	50%	100%	89%	93%	83%	71%
		2018	69%	71%	86%	83%	73%	91%	*	-	-	80%	47%	100%	83%	92%	72%	50%
At Meets Grade Level or Above		2019	42%	45%	68%	*	57%	73%	*	*	*	82%	28%	50%	69%	67%	51%	53%
		2018	43%	46%	59%	33%	43%	67%	*	-	-	60%	13%	60%	56%	65%	34%	25%
At Masters Grade Level		2019	18%	21%	37%	*	25%	41%	*	*	*	55%	17%	33%	35%	40%	21%	12%
		2018	15%	17%	15%	0%	8%	18%	*	-	-	20%	0%	0%	15%	16%	6%	0%
Grade 8 Reading^																		
At Approaches Grade Level or Above		2019	86%	87%	96%	100%	91%	98%	*	*	-	100%	63%	*	96%	96%	92%	82%
		2018	86%	86%	93%	100%	83%	95%	100%	*	-	100%	56%	*	93%	93%	88%	60%
At Meets Grade Level or Above		2019	55%	58%	71%	40%	58%	77%	*	*	-	50%	11%	*	71%	71%	52%	27%
		2018	49%	52%	65%	50%	46%	73%	83%	*	-	58%	22%	*	64%	68%	40%	30%
At Masters Grade Level		2019	28%	31%	45%	20%	23%	55%	*	*	-	33%	5%	*	45%	45%	23%	0%
		2018	27%	29%	34%	38%	15%	39%	50%	*	-	42%	11%	*	30%	41%	19%	0%
Grade 8 Mathematics^																		
At Approaches Grade Level or Above		2019	88%	90%	98%	100%	98%	98%	*	*	-	100%	83%	*	98%	98%	100%	90%
		2018	86%	87%	94%	100%	86%	98%	*	*	-	100%	56%	*	95%	92%	88%	50%
At Meets Grade Level or Above		2019	57%	60%	76%	60%	77%	78%	*	*	-	83%	28%	*	76%	78%	73%	60%
		2018	51%	54%	63%	43%	55%	67%	*	*	-	83%	28%	*	60%	69%	51%	30%
At Masters Grade Level		2019	17%	19%	14%	0%	11%	17%	*	*	-	0%	0%	*	13%	18%	10%	20%
		2018	15%	17%	16%	14%	18%	15%	*	*	-	17%	11%	*	8%	31%	12%	10%
Grade 8 Science																		
At Approaches Grade Level or Above		2019	81%	83%	94%	*	90%	96%	*	*	-	83%	63%	*	95%	93%	87%	73%
		2018	76%	78%	86%	75%	71%	90%	100%	*	-	100%	39%	*	85%	89%	70%	40%
At Meets Grade Level or Above		2019	51%	55%	71%	*	56%	78%	*	*	-	67%	21%	*	69%	74%	40%	18%
		2018	52%	54%	62%	38%	38%	71%	67%	*	-	75%	17%	*	60%	65%	35%	10%
At Masters Grade Level		2019	25%	29%	36%	*	21%	43%	*	*	-	33%	5%	*	38%	33%	17%	0%
		2018	28%	31%	32%	38%	10%	36%	50%	*	-	58%	11%	*	29%	36%	14%	10%

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Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	72%	80%	80%	77%	82%	*	*	-	67%	16%	*	79%	83%	66%	45%
	2018	65%	68%	82%	75%	63%	88%	83%	*	-	100%	39%	*	82%	84%	58%	40%
At Meets Grade Level or Above	2019	37%	41%	47%	40%	35%	54%	*	*	-	17%	11%	*	45%	51%	28%	36%
	2018	36%	40%	59%	63%	42%	61%	83%	*	-	92%	22%	*	57%	62%	40%	30%
At Masters Grade Level	2019	21%	25%	29%	20%	17%	35%	*	*	-	0%	11%	*	29%	29%	17%	0%
	2018	21%	24%	33%	50%	19%	34%	83%	*	-	50%	11%	*	32%	36%	14%	20%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	69%	83%	71%	62%	90%	100%	*	-	100%	47%	80%	85%	78%	62%	33%
	2018	65%	66%	81%	64%	75%	83%	*	-	*	90%	38%	*	84%	76%	67%	56%
At Meets Grade Level or Above	2019	50%	52%	67%	43%	39%	78%	86%	*	-	79%	20%	50%	67%	66%	35%	7%
	2018	44%	47%	67%	64%	52%	71%	*	-	*	90%	29%	*	71%	60%	41%	11%
At Masters Grade Level	2019	11%	14%	17%	29%	5%	20%	29%	*	-	29%	3%	10%	15%	21%	8%	0%
	2018	7%	8%	10%	0%	5%	12%	*	-	*	20%	0%	*	11%	8%	3%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	70%	85%	71%	72%	90%	*	*	-	88%	48%	83%	88%	77%	70%	36%
	2018	67%	69%	85%	70%	79%	88%	-	*	*	91%	30%	*	88%	79%	77%	63%
At Meets Grade Level or Above	2019	49%	52%	67%	50%	50%	75%	*	*	-	63%	17%	33%	70%	61%	44%	9%
	2018	48%	50%	65%	60%	51%	72%	-	*	*	64%	17%	*	66%	62%	49%	26%
At Masters Grade Level	2019	8%	10%	9%	0%	7%	11%	*	*	-	13%	4%	0%	10%	8%	7%	0%
	2018	8%	9%	9%	0%	6%	11%	-	*	*	9%	4%	*	11%	5%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	87%	81%	75%	64%	86%	*	*	-	100%	50%	57%	79%	83%	73%	36%
	2018	83%	84%	93%	70%	87%	96%	100%	*	*	100%	69%	*	93%	93%	85%	57%
At Meets Grade Level or Above	2019	61%	64%	58%	58%	36%	66%	*	*	-	100%	23%	57%	56%	62%	35%	18%
	2018	55%	57%	71%	30%	57%	77%	71%	*	*	100%	46%	*	73%	69%	47%	14%
At Masters Grade Level	2019	37%	42%	37%	33%	22%	45%	*	*	-	17%	5%	14%	34%	43%	22%	9%
	2018	32%	35%	46%	10%	26%	53%	57%	*	*	67%	8%	*	48%	42%	21%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	89%	93%	92%	83%	96%	100%	*	-	100%	68%	100%	95%	90%	81%	67%
	2018	87%	88%	95%	90%	96%	95%	*	-	*	100%	73%	*	97%	93%	90%	*
At Meets Grade Level or Above	2019	62%	64%	69%	50%	43%	76%	86%	*	-	100%	14%	86%	65%	76%	42%	11%
	2018	59%	62%	76%	60%	60%	82%	*	-	*	88%	53%	*	79%	71%	48%	*
At Masters Grade Level	2019	25%	28%	27%	25%	15%	30%	57%	*	-	46%	5%	29%	26%	30%	13%	0%
	2018	24%	27%	33%	10%	18%	39%	*	-	*	50%	20%	*	38%	26%	8%	*
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	99%	100%	100%	98%	-	*	-	100%	92%	*	99%	98%	100%	100%
	2018	92%	92%	99%	*	96%	99%	*	*	*	100%	85%	*	99%	98%	96%	100%
At Meets Grade Level or Above	2019	73%	74%	86%	100%	74%	92%	-	*	-	60%	31%	*	87%	85%	72%	43%
	2018	70%	72%	83%	*	67%	90%	*	*	*	80%	31%	*	84%	80%	66%	42%

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At Masters Grade Level		2019	45%	48%	55%	71%	48%	60%	-	*	-	30%	8%	*	54%	60%	49%	14%
		2018	40%	44%	53%	*	28%	64%	*	*	*	60%	8%	*	51%	59%	22%	8%
All Grades All Subjects																		
At Approaches Grade Level or Above		2019	78%	79%	89%	80%	79%	93%	95%	*	97%	62%	94%	90%	87%	79%	68%	
		2018	77%	78%	90%	83%	81%	93%	97%	86%	97%	59%	98%	91%	89%	80%	74%	
At Meets Grade Level or Above		2019	50%	53%	65%	49%	47%	72%	66%	*	76%	26%	69%	66%	64%	45%	34%	
		2018	48%	51%	66%	52%	50%	72%	69%	0%	78%	32%	72%	67%	66%	45%	37%	
At Masters Grade Level		2019	24%	26%	33%	21%	20%	39%	34%	*	35%	12%	31%	33%	33%	19%	11%	
		2018	22%	24%	32%	16%	18%	37%	40%	0%	38%	14%	39%	31%	32%	14%	13%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above		2019	75%	76%	89%	75%	75%	94%	100%	93%	*	98%	58%	91%	90%	86%	74%	62%
		2018	74%	75%	89%	79%	80%	92%	95%	91%	*	94%	54%	100%	90%	86%	77%	71%
At Meets Grade Level or Above		2019	48%	51%	66%	46%	47%	74%	86%	80%	*	77%	27%	60%	67%	64%	45%	31%
		2018	46%	49%	64%	58%	48%	71%	70%	73%	*	70%	28%	64%	65%	63%	42%	33%
At Masters Grade Level		2019	21%	23%	32%	16%	18%	38%	33%	53%	*	36%	9%	32%	32%	32%	18%	12%
		2018	19%	22%	28%	12%	16%	33%	30%	45%	*	30%	12%	36%	28%	27%	13%	11%
All Grades Mathematics																		
At Approaches Grade Level or Above		2019	82%	84%	90%	83%	82%	94%	86%	100%	*	98%	72%	93%	92%	87%	84%	74%
		2018	81%	82%	93%	88%	85%	96%	100%	89%	*	98%	67%	97%	94%	92%	85%	80%
At Meets Grade Level or Above		2019	52%	55%	65%	53%	47%	72%	43%	92%	*	83%	30%	74%	66%	64%	47%	36%
		2018	50%	52%	68%	45%	55%	73%	58%	89%	*	84%	37%	79%	68%	68%	48%	44%
At Masters Grade Level		2019	26%	30%	34%	23%	20%	40%	29%	69%	*	31%	17%	35%	34%	34%	20%	16%
		2018	24%	27%	35%	13%	22%	41%	32%	67%	*	37%	14%	50%	34%	37%	18%	15%
All Grades Writing																		
At Approaches Grade Level or Above		2019	68%	70%	84%	67%	69%	89%	*	*	*	100%	44%	100%	84%	84%	74%	60%
		2018	66%	68%	83%	82%	71%	87%	*	*	-	91%	53%	100%	82%	84%	71%	68%
At Meets Grade Level or Above		2019	38%	42%	56%	17%	44%	63%	*	*	*	61%	21%	75%	56%	57%	41%	38%
		2018	41%	44%	58%	55%	40%	64%	*	*	-	82%	23%	60%	56%	62%	40%	35%
At Masters Grade Level		2019	14%	17%	25%	0%	16%	29%	*	*	*	39%	10%	25%	25%	26%	12%	5%
		2018	13%	15%	17%	9%	9%	19%	*	*	-	18%	10%	10%	16%	17%	6%	10%
All Grades Science																		
At Approaches Grade Level or Above		2019	81%	83%	93%	90%	84%	96%	100%	88%	-	96%	67%	100%	93%	92%	84%	78%
		2018	80%	81%	92%	85%	84%	94%	100%	*	*	100%	62%	93%	92%	93%	81%	76%
At Meets Grade Level or Above		2019	54%	56%	69%	52%	47%	76%	83%	75%	-	88%	21%	71%	67%	73%	44%	28%
		2018	51%	53%	70%	45%	49%	78%	75%	*	*	81%	38%	79%	70%	69%	44%	34%
At Masters Grade Level		2019	25%	27%	33%	24%	16%	38%	50%	38%	-	50%	8%	29%	33%	33%	17%	6%
		2018	23%	25%	36%	20%	16%	42%	50%	*	*	59%	25%	36%	36%	35%	14%	15%
All Grades Social Studies																		
At Approaches Grade Level or Above		2019	81%	82%	90%	92%	88%	90%	*	*	-	88%	47%	100%	90%	89%	82%	67%
		2018	78%	80%	90%	82%	81%	94%	86%	100%	*	100%	58%	100%	90%	90%	78%	73%

District Name: CELINA ISD
 County Name: COLLIN
 District Number: 043903

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

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																		Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
			State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled					
At Meets Grade Level or Above			2019	55%	58%	67%	75%	54%	73%	*	*	-	44%	19%	83%	67%	65%	49%	39%	
			2018	53%	56%	71%	64%	55%	76%	86%	80%	*	88%	26%	83%	71%	70%	54%	36%	
At Masters Grade Level			2019	33%	36%	42%	50%	32%	47%	*	*	-	19%	9%	17%	42%	42%	32%	6%	
			2018	31%	34%	43%	45%	24%	49%	86%	40%	*	53%	10%	50%	41%	47%	18%	14%	

District Name: CELINA ISD
County Name: COLLIN
District Number: 043903

Texas Education Agency

Texas Academic Performance Report

2019-20 District Progress

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
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

District Name: CELINA ISD
County Name: COLLIN
District Number: 043903

Texas Education Agency
Texas Academic Performance Report
2019-20 District Prior Year and Student Success Initiative

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	41%	57%	*	47%	68%	*	*	*	*	39%	47%	37%
	2018	38%	39%	54%	*	49%	60%	-	-	*	*	26%	56%	*
Mathematics	2019	45%	46%	64%	*	64%	64%	-	*	-	*	59%	66%	42%
	2018	47%	47%	70%	*	67%	72%	-	-	*	*	46%	72%	64%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	95%	80%	85%	98%	*	*	-	100%	82%	88%	67%
Students Requiring Accelerated Instruction														
	2019	22%	20%	5%	20%	15%	2%	*	*	-	0%	18%	13%	33%
STAAR Cumulative Met Standard														
	2019	86%	87%	96%	80%	88%	99%	*	*	-	100%	82%	88%	67%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	96%	*	-	*	*	-	-	-	-	*	*	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	9%	8%	*	-	*	*	-	-	-	-	*	*	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	85%	98%	100%	93%	99%	*	*	-	100%	86%	95%	83%
Students Requiring Accelerated Instruction														
	2019	17%	15%	2%	0%	7%	1%	*	*	-	0%	14%	5%	17%
STAAR Cumulative Met Standard														
	2019	90%	90%	99%	100%	98%	99%	*	*	-	100%	91%	98%	100%
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	91%	80%	83%	96%	*	*	-	67%	33%	77%	17%
Students Requiring Accelerated Instruction														
	2019	22%	20%	9%	20%	17%	4%	*	*	-	33%	67%	23%	83%
STAAR Cumulative Met Standard														
	2019	85%	87%	97%	100%	92%	98%	*	*	-	100%	67%	92%	67%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	100%	-	100%	100%	-	-	-	-	100%	*	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	84%	95%	100%	93%	95%	*	*	-	100%	59%	95%	67%
Students Requiring Accelerated Instruction														
	2019	18%	16%	5%	0%	7%	5%	*	*	-	0%	41%	5%	33%
STAAR Cumulative Met Standard														
	2019	88%	89%	98%	100%	98%	98%	*	*	-	100%	82%	100%	83%

District Name: CELINA ISD
County Name: COLLIN
District Number: 043903

Texas Education Agency
Texas Academic Performance Report
2019-20 District Prior Year and Student Success Initiative

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
2018		98%	98%	100%	*	*	*	-	-	-	-	100%	*	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	50%	52%	17%	*	*	*	-	-	-	-	17%	*	*
Retained in Grade 8	2019	56%	53%	*	-	-	*	-	-	-	-	-	-	-

District Name: CELINA ISD
 County Name: COLLIN
 District Number: 043903

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Bilingual Education/English as a Second Language

(Current EL Students)

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		State	Region 10	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	89%	62%	-	-	-	62%	53%	-	53%	-	56%	56%
	2018	77%	78%	90%	75%	-	-	-	75%	62%	62%	62%	-	65%	65%
At Meets Grade Level or Above	2019	50%	53%	65%	39%	-	-	-	39%	13%	-	13%	-	22%	22%
	2018	48%	51%	66%	50%	-	-	-	50%	18%	10%	20%	-	25%	25%
At Masters Grade Level	2019	24%	26%	33%	12%	-	-	-	12%	4%	-	4%	-	6%	6%
	2018	22%	24%	32%	13%	-	-	-	13%	5%	0%	6%	-	6%	6%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	89%	70%	-	-	-	70%	42%	-	42%	-	51%	51%
	2018	74%	75%	89%	75%	-	-	-	75%	53%	56%	53%	-	58%	58%
At Meets Grade Level or Above	2019	48%	51%	66%	48%	-	-	-	48%	7%	-	7%	-	21%	21%
	2018	46%	49%	64%	44%	-	-	-	44%	14%	11%	15%	-	22%	22%
At Masters Grade Level	2019	21%	23%	32%	26%	-	-	-	26%	2%	-	2%	-	10%	10%
	2018	19%	22%	28%	6%	-	-	-	6%	6%	0%	8%	-	6%	6%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	84%	90%	59%	-	-	-	59%	71%	-	71%	-	67%	67%
	2018	81%	82%	93%	75%	-	-	-	75%	71%	63%	74%	-	72%	72%
At Meets Grade Level or Above	2019	52%	55%	65%	33%	-	-	-	33%	18%	-	18%	-	24%	24%
	2018	50%	52%	68%	56%	-	-	-	56%	26%	13%	29%	-	34%	34%
At Masters Grade Level	2019	26%	30%	34%	4%	-	-	-	4%	9%	-	9%	-	7%	7%
	2018	24%	27%	35%	19%	-	-	-	19%	5%	0%	6%	-	9%	9%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	70%	84%	53%	-	-	-	53%	42%	-	42%	-	48%	48%
	2018	66%	68%	83%	-	-	-	-	-	56%	*	50%	-	56%	56%
At Meets Grade Level or Above	2019	38%	42%	56%	33%	-	-	-	33%	8%	-	8%	-	22%	22%
	2018	41%	44%	58%	-	-	-	-	-	11%	*	17%	-	11%	11%
At Masters Grade Level	2019	14%	17%	25%	0%	-	-	-	0%	0%	-	0%	-	0%	0%
	2018	13%	15%	17%	-	-	-	-	-	0%	*	0%	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	93%	-	-	-	-	-	56%	-	56%	-	56%	56%
	2018	80%	81%	92%	-	-	-	-	-	67%	*	64%	-	67%	67%
At Meets Grade Level or Above	2019	54%	56%	69%	-	-	-	-	-	19%	-	19%	-	19%	19%
	2018	51%	53%	70%	-	-	-	-	-	20%	*	21%	-	20%	20%
At Masters Grade Level	2019	25%	27%	33%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	23%	25%	36%	-	-	-	-	-	7%	*	7%	-	7%	7%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	90%	-	-	-	-	-	38%	-	38%	-	38%	38%
	2018	78%	80%	90%	-	-	-	-	-	71%	-	71%	-	71%	71%
At Meets Grade Level or Above	2019	55%	58%	67%	-	-	-	-	-	25%	-	25%	-	25%	25%
	2018	53%	56%	71%	-	-	-	-	-	0%	-	0%	-	0%	0%
At Masters Grade Level	2019	33%	36%	42%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	31%	34%	43%	-	-	-	-	-	0%	-	0%	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	71%	73%	46%	-	-	-	46%	58%	-	58%	-	55%	55%
	2018	69%	71%	70%	-	-	-	-	-	71%	69%	71%	-	71%	71%
All Grades ELA/Reading	2019	68%	70%	74%	46%	-	-	-	46%	64%	-	64%	-	59%	59%
	2018	69%	70%	68%	-	-	-	-	-	63%	*	65%	-	63%	63%
All Grades Mathematics	2019	70%	72%	71%	47%	-	-	-	47%	53%	-	53%	-	51%	51%

District Name: CELINA ISD
 County Name: COLLIN
 District Number: 043903

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

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		State	Region 10	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	72%	73%	-	-	-	-	-	78%	*	77%	-	78%	78%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	41%	57%	*	-	-	-	*	47%	-	47%	-	37%	37%
	2018	38%	39%	54%	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2019	45%	46%	64%	*	-	-	-	*	63%	-	63%	-	42%	42%
	2018	47%	47%	70%	-	-	-	-	-	64%	*	67%	-	64%	64%

District Name: CELINA ISD
 County Name: COLLIN
 District Number: 043903

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Participation

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	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	99%	99%	100%	100%	100%	*	99%	100%	99%	100%
Included in Accountability	94%	94%	96%	99%	96%	96%	100%	96%	*	98%	95%	96%	91%
Not Included in Accountability													
Mobile	4%	4%	3%	0%	3%	3%	0%	4%	*	1%	5%	3%	8%
Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	1%
Not Tested	1%	1%	0%	1%	1%	0%	0%	0%	*	1%	0%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	*	1%	0%	1%	0%
Other	0%	0%	0%	1%	0%	0%	0%	0%	*	1%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	99%	100%	100%	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	94%	96%	92%	94%	97%	100%	91%	100%	100%	97%	95%	88%
Not Included in Accountability													
Mobile	4%	4%	3%	6%	5%	3%	0%	9%	0%	0%	2%	5%	9%
Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	3%
Not Tested	1%	1%	0%	1%	0%	0%	0%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	0%	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency

Texas Academic Performance Report

2019-20 District Attendance, Graduation, and Dropout Rates

District Name: CELINA ISD

County Name: COLLIN

District Number: 043903

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
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%
2017-18	95.4%	95.7%	96.0%	96.3%	96.2%	95.8%	94.9%	97.4%	*	96.7%	95.5%	96.1%	97.0%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
2017-18	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)													
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%
2017-18	1.9%	2.0%	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 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%	*
Class of 2018													
Graduated	90.0%	88.8%	99.4%	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	*
Received TxCHSE	0.4%	0.2%	0.6%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	3.8%	4.8%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	5.7%	6.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Graduates and TxCHSE	90.4%	89.1%	100.0%	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	94.3%	93.9%	100.0%	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	*
Class of 2017													
Graduated	92.0%	91.7%	95.3%	100.0%	90.5%	96.6%	-	*	-	*	100.0%	81.6%	*
Received TxCHSE	0.6%	0.4%	1.8%	0.0%	0.0%	2.6%	-	*	-	*	0.0%	5.3%	*
Continued HS	1.1%	1.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.3%	6.5%	3.0%	0.0%	9.5%	0.9%	-	*	-	*	0.0%	13.2%	*
Graduates and TxCHSE	92.6%	92.1%	97.0%	100.0%	90.5%	99.1%	-	*	-	*	100.0%	86.8%	*
Graduates, TxCHSE, and Continuers	93.7%	93.5%	97.0%	100.0%	90.5%	99.1%	-	*	-	*	100.0%	86.8%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													

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Texas Education Agency
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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%	*
Class of 2016													
Graduated	92.1%	92.0%	99.4%	100.0%	100.0%	99.2%	*	*	-	*	100.0%	96.0%	*
Received TxCHSE	0.8%	0.6%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.6%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	6.6%	6.9%	0.6%	0.0%	0.0%	0.8%	*	*	-	*	0.0%	4.0%	*
Graduates and TxCHSE	92.9%	92.6%	99.4%	100.0%	100.0%	99.2%	*	*	-	*	100.0%	96.0%	*
Graduates, TxCHSE, and Continuers	93.4%	93.1%	99.4%	100.0%	100.0%	99.2%	*	*	-	*	100.0%	96.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	88.4%	99.0%	*	100.0%	99.3%	*	*	-	100.0%	100.0%	100.0%	*
Class of 2018	90.0%	88.8%	99.4%	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	76.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	71.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	5.1%	7.5%	*	15.7%	5.1%	*	*	-	0.0%	30.0%	11.4%	*
Class of 2018	5.0%	4.2%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	82.7%	91.0%	*	80.4%	94.2%	*	*	-	100.0%	40.0%	85.7%	*
Class of 2018	82.0%	82.4%	98.1%	100.0%	93.9%	100.0%	*	*	-	*	40.0%	96.2%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.8%	98.5%	*	96.1%	99.3%	*	*	-	100.0%	70.0%	97.1%	*
Class of 2018	86.8%	86.5%	98.1%	100.0%	93.9%	100.0%	*	*	-	*	40.0%	96.2%	*
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	22.3%	*	-	-	*	-	-	-	-	*	-	-
2017-18	37.7%	43.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	6.0%	7.5%	*	15.4%	5.1%	*	*	-	0.0%	30.0%	11.4%	*
2017-18	4.9%	4.2%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	80.9%	91.0%	*	80.8%	94.2%	*	*	-	100.0%	40.0%	85.7%	*
2017-18	81.5%	82.1%	98.1%	100.0%	93.9%	100.0%	*	*	-	*	40.0%	100.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

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Texas Education Agency
Texas Academic Performance Report
2019-20 District Attendance, Graduation, and Dropout Rates

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2018-19	85.9%	86.3%	98.0%	*	96.2%	98.6%	*	*	-	100.0%	63.6%	97.1%	*
2017-18	85.1%	84.7%	98.1%	100.0%	93.9%	100.0%	*	*	-	*	40.0%	100.0%	*

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Texas Education Agency
Texas Academic Performance Report
2019-20 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	203	100.0%	355,615	100.0%
By Ethnicity:				
African American	2	1.0%	43,953	12.4%
Hispanic	54	26.6%	180,673	50.8%
White	138	68.0%	105,577	29.7%
American Indian	1	0.5%	1,293	0.4%
Asian	2	1.0%	16,564	4.7%
Pacific Islander	0	0.0%	537	0.2%
Two or More Races	6	3.0%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	1	0.5%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	5	2.5%	51,579	14.5%
Foundation H.S. Program (Endorsement)	15	7.4%	15,160	4.3%
Foundation H.S. Program (DLA)	182	89.7%	285,538	80.3%
Special Education Graduates	13	6.4%	27,598	7.8%
Economically Disadvantaged Graduates	36	17.7%	186,364	52.4%
LEP Graduates	4	2.0%	25,189	7.1%
At-Risk Graduates	63	31.0%	146,432	41.2%

Texas Education Agency

Texas Academic Performance Report

2019-20 District College, Career, and Military Readiness (CCMR)

District Name: CELINA ISD

County Name: COLLIN

District Number: 043903

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	71.2%	73.4%	*	60.2%	77.5%	*	*	-	91.7%	76.9%	65.3%	*
2017-18	65.5%	63.6%	71.2%	60.0%	60.8%	75.9%	*	*	-	*	50.0%	67.4%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	53.0%	57.1%	*	37.0%	63.8%	*	*	-	83.3%	0.0%	33.3%	*
2017-18	50.0%	49.5%	57.1%	40.0%	35.1%	65.8%	*	*	-	*	0.0%	47.8%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	61.0%	59.1%	*	33.3%	69.6%	*	*	-	50.0%	7.7%	33.3%	*
2017-18	58.2%	58.0%	59.5%	40.0%	43.2%	66.7%	*	*	-	*	0.0%	39.1%	*
Mathematics													
2018-19	48.6%	46.9%	51.7%	*	31.5%	58.7%	*	*	-	66.7%	0.0%	30.6%	*
2017-18	46.0%	44.1%	53.4%	40.0%	35.1%	60.5%	*	*	-	*	0.0%	34.8%	*
Both Subjects													
2018-19	44.2%	43.7%	48.3%	*	24.1%	57.2%	*	*	-	50.0%	0.0%	22.2%	*
2017-18	42.1%	41.3%	49.7%	40.0%	27.0%	58.8%	*	*	-	*	0.0%	30.4%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	20.2%	37.4%	*	20.4%	42.8%	*	*	-	83.3%	0.0%	22.2%	*
2017-18	20.7%	16.7%	33.7%	0.0%	18.9%	41.2%	*	*	-	*	0.0%	21.7%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	26.6%	22.2%	*	16.7%	25.4%	*	*	-	0.0%	0.0%	8.3%	*
2017-18	20.4%	25.7%	27.6%	0.0%	24.3%	31.6%	*	*	-	*	0.0%	34.8%	*
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.9%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
2017-18	1.4%	1.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	1.8%	11.8%	*	13.0%	11.6%	*	*	-	0.0%	0.0%	11.1%	*
2017-18	1.0%	1.0%	9.2%	0.0%	5.4%	11.4%	*	*	-	*	0.0%	8.7%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	36.6%	30.5%	*	30.6%	29.7%	*	*	-	33.3%	76.9%	38.9%	*
2017-18	28.7%	25.8%	31.9%	30.0%	39.2%	30.3%	*	*	-	*	50.0%	32.6%	*
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	7.2%	2.0%	*	1.9%	2.2%	*	*	-	0.0%	0.0%	2.8%	*
2017-18	4.8%	3.0%	0.6%	0.0%	0.0%	0.9%	*	*	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.3%	2.0%	*	5.6%	0.7%	*	*	-	0.0%	30.8%	2.8%	*
2017-18	1.7%	1.7%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	54.8%	47.3%	*	35.2%	51.4%	*	*	-	33.3%	46.2%	47.2%	*
2017-18	38.7%	38.0%	60.1%	60.0%	70.3%	57.9%	*	*	-	*	55.6%	65.2%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	3.1%	3.0%	*	1.9%	2.9%	*	*	-	16.7%	0.0%	2.8%	*
2017-18	4.3%	2.2%	0.6%	0.0%	2.7%	0.0%	*	*	-	*	0.0%	0.0%	*
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.9%	3.4%	*	9.3%	0.7%	*	*	-	0.0%	53.8%	13.9%	*
2017-18	2.6%	2.6%	1.2%	0.0%	2.7%	0.9%	*	*	-	*	22.2%	0.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.5%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
2017-18	0.6%	0.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

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	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	27.5%	32.0%	*	22.2%	35.5%	*	*	-	50.0%	7.7%	25.0%	*
2017-18	32.1%	25.5%	31.9%	20.0%	35.1%	30.7%	*	*	-	*	0.0%	34.8%	*
Mathematics													
2018-19	24.7%	18.3%	28.1%	*	22.2%	29.0%	*	*	-	66.7%	0.0%	27.8%	*
2017-18	23.7%	16.7%	27.0%	20.0%	29.7%	25.4%	*	*	-	*	0.0%	30.4%	*
Both Subjects													
2018-19	18.8%	13.6%	19.7%	*	13.0%	21.0%	*	*	-	50.0%	0.0%	13.9%	*
2017-18	18.1%	12.2%	22.1%	20.0%	18.9%	22.8%	*	*	-	*	0.0%	26.1%	*
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	60.0%	47.3%	*	35.2%	51.4%	*	*	-	33.3%	46.2%	47.2%	*
2017-18	58.4%	62.0%	68.1%	60.0%	75.7%	65.8%	*	*	-	*	77.8%	65.2%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	3.6%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
2017-18	2.0%	0.6%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Mathematics													
2018-19	7.3%	4.2%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
2017-18	3.9%	1.5%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Both Subjects													
2018-19	2.6%	1.5%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
2017-18	0.9%	0.2%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	31.3%	16.8%	0.0%	15.7%	18.4%	*	*	*	6.7%	n/a	11.3%	n/a
2018	25.8%	31.8%	27.7%	14.3%	18.9%	31.0%	*	*	-	37.5%	n/a	16.9%	n/a
English Language Arts													
2019	14.5%	19.0%	8.9%	0.0%	6.9%	10.3%	*	*	*	0.0%	n/a	3.8%	n/a
2018	15.3%	20.1%	14.6%	0.0%	6.7%	17.1%	*	*	-	37.5%	n/a	5.6%	n/a
Mathematics													
2019	7.4%	10.2%	8.4%	0.0%	4.9%	10.3%	*	*	*	6.7%	n/a	3.8%	n/a
2018	7.3%	9.7%	5.8%	0.0%	4.4%	6.7%	*	*	-	0.0%	n/a	5.6%	n/a
Science													
2019	10.4%	13.4%	2.0%	0.0%	2.9%	1.8%	*	*	*	0.0%	n/a	2.5%	n/a
2018	10.8%	13.4%	9.6%	0.0%	10.0%	9.5%	*	*	-	12.5%	n/a	11.3%	n/a
Social Studies													
2019	13.9%	17.4%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	n/a	0.0%	n/a
2018	14.5%	18.2%	4.7%	0.0%	4.4%	4.8%	*	*	-	0.0%	n/a	5.6%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	54.4%	39.7%	-	43.8%	40.0%	-	*	-	*	n/a	33.3%	n/a
2018	50.7%	54.8%	63.4%	*	58.8%	67.9%	-	*	-	*	n/a	58.3%	n/a
English Language Arts													
2019	41.2%	44.3%	41.7%	-	57.1%	39.3%	-	*	-	-	n/a	*	n/a
2018	42.5%	45.1%	58.5%	-	66.7%	62.8%	-	*	-	*	n/a	*	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: CELINA ISD

County Name: COLLIN

District Number: 043903

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	58.1%	23.5%	-	20.0%	25.0%	-	-	-	*	n/a	*	n/a
2018	52.8%	60.2%	76.2%	-	*	82.4%	-	-	-	-	n/a	*	n/a
Science													
2019	40.6%	44.2%	37.5%	-	*	60.0%	-	-	-	-	n/a	*	n/a
2018	38.0%	43.5%	65.7%	-	55.6%	75.0%	-	*	-	*	n/a	50.0%	n/a
Social Studies													
2019	46.3%	51.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	48.6%	29.4%	-	*	16.7%	-	*	-	-	n/a	*	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	80.5%	69.0%	*	44.4%	77.5%	*	*	-	100.0%	n/a	47.2%	n/a
2017-18	74.6%	79.0%	70.6%	80.0%	48.6%	77.2%	*	*	-	*	n/a	46.4%	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	40.1%	55.7%	*	29.2%	61.7%	-	*	-	33.3%	n/a	23.5%	n/a
2017-18	37.9%	41.3%	56.5%	*	33.3%	65.9%	*	*	-	*	n/a	30.8%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1039	1149	-	993	1178	-	*	-	-	n/a	*	n/a
2017-18	1036	1047	1162	-	*	1181	-	*	-	-	n/a	*	n/a
English Language Arts and Writing													
2018-19	517	521	567	-	489	581	-	*	-	-	n/a	*	n/a
2017-18	521	525	581	-	*	590	-	*	-	-	n/a	*	n/a
Mathematics													
2018-19	510	518	582	-	504	597	-	*	-	-	n/a	*	n/a
2017-18	515	522	581	-	*	591	-	*	-	-	n/a	*	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.6	23.2	*	20.5	23.8	-	*	-	22.2	n/a	19.2	n/a
2017-18	20.6	20.5	23.6	*	19.9	24.7	*	*	-	*	n/a	20.5	n/a
English Language Arts													
2018-19	20.3	20.2	22.9	*	19.8	23.7	-	*	-	21.5	n/a	17.9	n/a
2017-18	20.3	20.0	23.4	*	19.8	24.6	*	*	-	*	n/a	20.1	n/a
Mathematics													
2018-19	20.4	20.7	23.2	*	21.5	23.5	-	*	-	23.5	n/a	20.6	n/a
2017-18	20.6	20.6	23.6	*	20.1	24.4	*	*	-	*	n/a	21.5	n/a
Science													
2018-19	20.8	20.8	23.2	*	20.7	23.8	-	*	-	22.7	n/a	20.1	n/a
2017-18	20.9	20.7	23.6	*	19.8	24.6	*	*	-	*	n/a	20.5	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District Other Postsecondary Indicators

District Name: CELINA ISD

County Name: COLLIN

District Number: 043903

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
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%
2017-18	43.4%	45.7%	52.0%	37.0%	46.6%	54.9%	28.6%	100.0%	*	44.4%	30.0%	34.0%	27.3%
English Language Arts													
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%
2017-18	17.3%	17.5%	17.0%	0.0%	8.2%	21.0%	14.3%	33.3%	*	12.0%	0.0%	5.0%	0.0%
Mathematics													
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%
2017-18	20.7%	21.8%	26.6%	19.2%	25.3%	27.4%	16.7%	66.7%	*	20.0%	17.3%	21.0%	18.2%
Science													
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%
2017-18	21.2%	21.9%	24.5%	19.2%	23.9%	25.0%	28.6%	33.3%	*	19.2%	15.3%	16.2%	10.0%
Social Studies													
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%
2017-18	22.8%	26.4%	32.2%	15.4%	21.2%	36.7%	14.3%	66.7%	*	34.6%	0.0%	13.2%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	53.9%	53.4%	60.0%	43.2%	55.3%	*	*	-	*	0.0%	42.9%	*
2016-17	54.6%	54.1%	60.1%	40.0%	40.0%	68.1%	-	*	-	*	20.0%	28.1%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	57.3%	68.3%	*	37.5%	75.9%	*	*	-	*	-	58.3%	-
2016-17	59.2%	58.5%	81.1%	*	78.6%	82.9%	-	*	-	*	*	100.0%	-

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

District Name: CELINA ISD

County Name: COLLIN

District Number: 043903

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	2,821	100.0%	5,479,173	100.0%	2,831	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	4	0.1%	16,848	0.3%	13	0.5%	25,883	0.5%
Pre-Kindergarten	47	1.7%	248,413	4.5%	47	1.7%	249,226	4.5%
Kindergarten	201	7.1%	383,585	7.0%	201	7.1%	384,114	7.0%
Grade 1	215	7.6%	391,175	7.1%	215	7.6%	391,449	7.1%
Grade 2	201	7.1%	388,370	7.1%	201	7.1%	388,675	7.1%
Grade 3	217	7.7%	391,565	7.1%	217	7.7%	391,795	7.1%
Grade 4	212	7.5%	399,883	7.3%	213	7.5%	400,111	7.3%
Grade 5	206	7.3%	417,272	7.6%	206	7.3%	417,444	7.6%
Grade 6	206	7.3%	422,605	7.7%	206	7.3%	422,740	7.7%
Grade 7	217	7.7%	423,421	7.7%	217	7.7%	423,545	7.7%
Grade 8	245	8.7%	411,170	7.5%	245	8.7%	411,272	7.5%
Grade 9	212	7.5%	448,929	8.2%	212	7.5%	449,122	8.2%
Grade 10	223	7.9%	406,785	7.4%	223	7.9%	407,044	7.4%
Grade 11	214	7.6%	376,894	6.9%	214	7.6%	377,208	6.9%
Grade 12	201	7.1%	352,258	6.4%	201	7.1%	354,312	6.4%
Ethnic Distribution:								
African American	96	3.4%	691,582	12.6%	96	3.4%	692,925	12.6%
Hispanic	678	24.0%	2,892,928	52.8%	680	24.0%	2,899,504	52.8%
White	1,871	66.3%	1,477,699	27.0%	1,878	66.3%	1,483,688	27.0%
American Indian	28	1.0%	19,999	0.4%	28	1.0%	20,062	0.4%
Asian	25	0.9%	250,065	4.6%	25	0.9%	250,463	4.6%
Pacific Islander	0	0.0%	8,466	0.2%	0	0.0%	8,481	0.2%
Two or More Races	123	4.4%	138,434	2.5%	124	4.4%	138,817	2.5%
Sex:								
Female	1,369	48.5%	2,673,270	48.8%	1,370	48.4%	2,678,619	48.8%
Male	1,452	51.5%	2,805,903	51.2%	1,461	51.6%	2,815,321	51.2%
Economically Disadvantaged	604	21.4%	3,303,974	60.3%	605	21.4%	3,309,610	60.2%
Non-Educationally Disadvantaged	2,217	78.6%	2,175,199	39.7%	2,226	78.6%	2,184,330	39.8%
Section 504 Students	368	13.0%	376,734	6.9%	368	13.0%	376,956	6.9%
English Learners (EL)	182	6.5%	1,112,674	20.3%	182	6.4%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	14	0.5%	82,551	1.5%				
Students w/ Dyslexia	124	4.4%	224,619	4.1%	124	4.4%	224,741	4.1%
Foster Care	1	0.0%	17,393	0.3%	1	0.0%	17,451	0.3%
Homeless	17	0.6%	78,178	1.4%	17	0.6%	78,296	1.4%
Immigrant	20	0.7%	126,747	2.3%	20	0.7%	126,858	2.3%
Migrant	0	0.0%	18,888	0.3%	0	0.0%	18,992	0.3%
Title I	810	28.7%	3,568,526	65.1%	820	29.0%	3,576,850	65.1%
Military Connected	63	2.2%	105,751	1.9%	63	2.2%	105,787	1.9%
At-Risk	820	29.1%	2,773,390	50.6%	820	29.0%	2,776,481	50.5%

District Name: CELINA ISD
 County Name: COLLIN
 District Number: 043903

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District Student Information

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students by Instructional Program:								
Bilingual/ESL Education	183	6.5%	1,128,904	20.6%	183	6.5%	1,129,558	20.6%
Career & Technical Education	845	30.0%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	583	68.6%	805,496	50.8%	583	68.6%	806,117	50.8%
Gifted & Talented Education	157	5.6%	444,125	8.1%	157	5.5%	444,196	8.1%
Special Education	285	10.1%	577,868	10.5%	295	10.4%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	285		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	128	44.9%	245,216	42.4%				
Students with Physical Disabilities	74	26.0%	123,847	21.4%				
Students with Autism	**	**	79,952	13.8%				
Students with Behavioral Disabilities	55	19.3%	120,042	20.8%				
Students with Non-Categorical Early Childhood	*	*	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	224	8.6%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.6%	1.6%	0.0%	5.5%
Grade 1	4.1%	2.9%	12.5%	4.9%
Grade 2	2.3%	1.6%	3.6%	2.0%
Grade 3	0.6%	0.9%	0.0%	0.8%
Grade 4	0.0%	0.5%	0.0%	0.4%
Grade 5	0.0%	0.4%	0.0%	0.5%
Grade 6	0.6%	0.4%	4.2%	0.5%
Grade 7	0.0%	0.5%	0.0%	0.6%
Grade 8	0.0%	0.4%	0.0%	0.6%
Grade 9	1.0%	7.8%	0.0%	13.1%

	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	1	0.1%	5,686	0.2%

District Name: CELINA ISD

County Name: COLLIN

District Number: 043903

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	18.6	19.0
Grade 1	20.3	18.9
Grade 2	18.0	18.8
Grade 3	19.4	19.0
Grade 4	19.5	19.2
Grade 5	20.8	20.9
Grade 6	20.4	20.4
Secondary:		
English/Language Arts	16.2	16.4
Foreign Languages	14.6	18.7
Mathematics	14.9	17.8
Science	19.5	18.8
Social Studies	19.2	19.3

District Name: CELINA ISD
 County Name: COLLIN
 District Number: 043903

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	371.6	100.0%	734,726.4	100.0%
Professional Staff:	230.0	61.9%	468,132.4	63.7%
Teachers	184.5	49.6%	363,121.3	49.4%
Professional Support	25.8	6.9%	74,698.8	10.2%
Campus Administration (School Leadership)	11.8	3.2%	21,960.1	3.0%
Central Administration	8.0	2.2%	8,352.3	1.1%
Educational Aides:	42.5	11.4%	78,096.8	10.6%
Auxiliary Staff:	99.1	26.7%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	4,373.0	n/a
Part-time	0.0	n/a	595.0	n/a
Counselors				
Full-time	6.0	n/a	12,901.0	n/a
Part-time	0.0	n/a	1,103.0	n/a
Total Minority Staff:	76.8	20.7%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	3.0	1.6%	39,132.5	10.8%
Hispanic	9.0	4.9%	102,099.7	28.1%
White	168.5	91.3%	209,453.0	57.7%
American Indian	2.0	1.1%	1,239.6	0.3%
Asian	0.0	0.0%	6,393.2	1.8%
Pacific Islander	0.0	0.0%	638.2	0.2%
Two or More Races	2.0	1.1%	4,165.2	1.1%
Males	38.2	20.7%	86,302.4	23.8%
Females	146.2	79.3%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,859.9	1.3%
Bachelors	144.8	78.5%	266,596.3	73.4%
Masters	38.7	21.0%	89,088.4	24.5%
Doctorate	1.0	0.5%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.0	2.7%	26,878.7	7.4%
1-5 Years Experience	28.0	15.2%	101,305.8	27.9%
6-10 Years Experience	58.0	31.4%	70,305.4	19.4%
11-20 Years Experience	63.5	34.4%	106,767.7	29.4%
Over 20 Years Experience	29.9	16.2%	57,863.9	15.9%
Number of Students per Teacher	15.3	n/a	15.1	n/a

District Name: CELINA ISD
 County Name: COLLIN
 District Number: 043903

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District Staff Information

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.6	6.2
Average Years Experience of Principals with District	5.2	5.3
Average Years Experience of Assistant Principals	6.7	5.3
Average Years Experience of Assistant Principals with District	6.7	4.7
Average Years Experience of Teachers:	12.7	11.1
Average Years Experience of Teachers with District:	6.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$46,820	\$49,868
1-5 Years Experience	\$49,571	\$52,823
6-10 Years Experience	\$53,244	\$55,756
11-20 Years Experience	\$57,034	\$59,308
Over 20 Years Experience	\$65,211	\$65,449
Average Actual Salaries (regular duties only):		
Teachers	\$55,759	\$57,091
Professional Support	\$67,552	\$67,352
Campus Administration (School Leadership)	\$87,883	\$82,512
Central Administration	\$108,763	\$108,367
Instructional Staff Percent:	61.0%	64.6%
Turnover Rate for Teachers:	14.3%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	0.0	6,309.0

District Name: CELINA ISD
 County Name: COLLIN
 District Number: 043903

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District Staff Information

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	10.1	5.5%	23,626.0	6.5%
Career & Technical Education	8.7	4.7%	18,120.4	5.0%
Compensatory Education	4.4	2.4%	10,147.3	2.8%
Gifted & Talented Education	0.1	0.1%	7,053.3	1.9%
Regular Education	151.5	82.1%	257,548.7	70.9%
Special Education	4.3	2.3%	33,620.4	9.3%
Other	5.3	2.9%	13,005.2	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- '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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **CELINA ISD**

Campus Name: **CELINA H S**

Campus Number: **043903001**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: CELINA ISD
 Campus Name: CELINA H S
 Campus Number: 043903001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 849
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above																	
	2019	68%	83%	83%	71%	62%	90%	100%	*	-	100%	47%	80%	85%	78%	62%	33%
	2018	65%	81%	81%	64%	75%	83%	*	-	*	90%	38%	*	84%	76%	67%	56%
At Meets Grade Level or Above																	
	2019	50%	67%	67%	43%	39%	78%	86%	*	-	79%	20%	50%	67%	66%	35%	7%
	2018	44%	67%	67%	64%	52%	71%	*	-	*	90%	29%	*	71%	60%	41%	11%
At Masters Grade Level																	
	2019	11%	17%	17%	29%	5%	20%	29%	*	-	29%	3%	10%	15%	21%	8%	0%
	2018	7%	10%	10%	0%	5%	12%	*	-	*	20%	0%	*	11%	8%	3%	0%
End of Course English II																	
At Approaches Grade Level or Above																	
	2019	68%	85%	85%	71%	72%	90%	*	*	-	88%	48%	83%	88%	77%	70%	36%
	2018	67%	85%	85%	70%	79%	88%	-	*	*	91%	30%	*	88%	79%	77%	63%
At Meets Grade Level or Above																	
	2019	49%	67%	67%	50%	50%	75%	*	*	-	63%	17%	33%	70%	61%	44%	9%
	2018	48%	65%	65%	60%	51%	72%	-	*	*	64%	17%	*	66%	62%	49%	26%
At Masters Grade Level																	
	2019	8%	9%	9%	0%	7%	11%	*	*	-	13%	4%	0%	10%	8%	7%	0%
	2018	8%	9%	9%	0%	6%	11%	-	*	*	9%	4%	*	11%	5%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above																	
	2019	85%	81%	73%	75%	58%	77%	*	*	-	100%	48%	50%	71%	75%	69%	30%
	2018	83%	93%	90%	67%	86%	93%	*	-	*	100%	69%	*	89%	91%	84%	57%
At Meets Grade Level or Above																	
	2019	61%	58%	43%	58%	24%	48%	*	*	-	100%	24%	50%	41%	47%	25%	10%
	2018	55%	71%	59%	22%	52%	65%	*	-	*	100%	46%	*	60%	58%	45%	14%
At Masters Grade Level																	
	2019	37%	37%	18%	33%	10%	20%	*	*	-	17%	5%	17%	13%	26%	10%	0%
	2018	32%	46%	26%	0%	21%	31%	*	-	*	33%	8%	*	26%	27%	18%	0%
End of Course Biology																	
At Approaches Grade Level or Above																	
	2019	88%	93%	93%	92%	83%	96%	100%	*	-	100%	68%	100%	95%	90%	81%	67%
	2018	87%	95%	95%	90%	96%	95%	*	-	*	100%	73%	*	97%	93%	90%	*
At Meets Grade Level or Above																	
	2019	62%	69%	69%	50%	43%	76%	86%	*	-	100%	14%	86%	65%	76%	42%	11%
	2018	59%	76%	76%	60%	60%	82%	*	-	*	88%	53%	*	79%	71%	48%	*
At Masters Grade Level																	
	2019	25%	27%	27%	25%	15%	30%	57%	*	-	46%	5%	29%	26%	30%	13%	0%
	2018	24%	33%	33%	10%	18%	39%	*	-	*	50%	20%	*	38%	26%	8%	*
End of Course U.S. History																	
At Approaches Grade Level or Above																	
	2019	93%	99%	99%	100%	100%	98%	-	*	-	100%	92%	*	99%	98%	100%	100%
	2018	92%	99%	99%	*	96%	99%	*	*	*	100%	85%	*	99%	98%	96%	100%
At Meets Grade Level or Above																	
	2019	73%	86%	86%	100%	74%	92%	-	*	-	60%	31%	*	87%	85%	72%	43%
	2018	70%	83%	83%	*	67%	90%	*	*	*	80%	31%	*	84%	80%	66%	42%
At Masters Grade Level																	
	2019	45%	55%	55%	71%	48%	60%	-	*	-	30%	8%	*	54%	60%	49%	14%
	2018	40%	53%	53%	*	28%	64%	*	*	*	60%	8%	*	51%	59%	22%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above																	
	2019	78%	89%	87%	80%	74%	91%	100%	91%	-	98%	57%	81%	89%	83%	75%	48%

District Name: CELINA ISD
 Campus Name: CELINA H S
 Campus Number: 043903001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 849
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2018	77%	90%	90%	74%	86%	91%	100%	*	100%	95%	53%	100%	91%	86%	82%	73%
	2019	50%	65%	67%	56%	46%	75%	75%	91%	-	80%	20%	58%	68%	67%	43%	13%
	2018	48%	66%	70%	53%	56%	77%	67%	*	0%	83%	33%	71%	73%	66%	49%	27%
At Masters Grade Level	2019	24%	33%	25%	27%	16%	28%	30%	9%	-	29%	5%	13%	24%	27%	16%	2%
	2018	22%	32%	25%	5%	15%	30%	25%	*	0%	30%	7%	0%	26%	23%	10%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	84%	71%	67%	90%	100%	*	-	95%	47%	81%	87%	78%	66%	35%
	2018	74%	89%	83%	67%	77%	86%	*	*	*	90%	34%	*	86%	78%	72%	61%
At Meets Grade Level or Above	2019	48%	66%	67%	46%	44%	77%	90%	*	-	73%	19%	44%	69%	64%	39%	8%
	2018	46%	64%	66%	62%	52%	72%	*	*	*	76%	23%	*	69%	61%	45%	21%
At Masters Grade Level	2019	21%	32%	13%	14%	6%	16%	20%	*	-	23%	4%	6%	13%	15%	7%	0%
	2018	19%	28%	9%	0%	6%	11%	*	*	*	14%	2%	*	11%	7%	4%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	90%	73%	75%	58%	77%	*	*	-	100%	48%	50%	71%	75%	69%	30%
	2018	81%	93%	90%	67%	86%	93%	*	-	*	100%	69%	*	89%	91%	84%	57%
At Meets Grade Level or Above	2019	52%	65%	43%	58%	24%	48%	*	*	-	100%	24%	50%	41%	47%	25%	10%
	2018	50%	68%	59%	22%	52%	65%	*	-	*	100%	46%	*	60%	58%	45%	14%
At Masters Grade Level	2019	26%	34%	18%	33%	10%	20%	*	*	-	17%	5%	17%	13%	26%	10%	0%
	2018	24%	35%	26%	0%	21%	31%	*	-	*	33%	8%	*	26%	27%	18%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	93%	92%	83%	96%	100%	*	-	100%	68%	100%	95%	90%	81%	67%
	2018	80%	92%	95%	90%	96%	95%	*	-	*	100%	73%	*	97%	93%	90%	*
At Meets Grade Level or Above	2019	54%	69%	69%	50%	43%	76%	86%	*	-	100%	14%	86%	65%	76%	42%	11%
	2018	51%	70%	76%	60%	60%	82%	*	-	*	88%	53%	*	79%	71%	48%	*
At Masters Grade Level	2019	25%	33%	27%	25%	15%	30%	57%	*	-	46%	5%	29%	26%	30%	13%	0%
	2018	23%	36%	33%	10%	18%	39%	*	-	*	50%	20%	*	38%	26%	8%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	90%	99%	100%	100%	98%	-	*	-	100%	92%	*	99%	98%	100%	100%
	2018	78%	90%	99%	*	96%	99%	*	*	*	100%	85%	*	99%	98%	96%	100%
At Meets Grade Level or Above	2019	55%	67%	86%	100%	74%	92%	-	*	-	60%	31%	*	87%	85%	72%	43%
	2018	53%	71%	83%	*	67%	90%	*	*	*	80%	31%	*	84%	80%	66%	42%
At Masters Grade Level	2019	33%	42%	55%	71%	48%	60%	-	*	-	30%	8%	*	54%	60%	49%	14%
	2018	31%	43%	53%	*	28%	64%	*	*	*	60%	8%	*	51%	59%	22%	8%

District Name: CELINA ISD
 Campus Name: CELINA H S
 Campus Number: 043903001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 849
 Grade Span: 09 - 12
 School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	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	*

District Name: CELINA ISD
Campus Name: CELINA H S
Campus Number: 043903001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 849
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)	
Student Success Initiative														
Grade 8 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	50%	17%	17%	*	*	*	-	-	-	-	17%	*	*

District Name: CELINA ISD
 Campus Name: CELINA H S
 Campus Number: 043903001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 849
 Grade Span: 09 - 12
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

			State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level																
All Grades All Subjects																
At Approaches Grade Level or Above	2019	78%	89%	87%	-	-	-	-	-	-	23%	-	23%	-	23%	23%
	2018	77%	90%	90%	-	-	-	-	-	-	60%	*	58%	-	60%	60%
At Meets Grade Level or Above	2019	50%	65%	67%	-	-	-	-	-	-	8%	-	8%	-	8%	8%
	2018	48%	66%	70%	-	-	-	-	-	-	20%	*	17%	-	20%	20%
At Masters Grade Level	2019	24%	33%	25%	-	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	22%	32%	25%	-	-	-	-	-	-	0%	*	0%	-	0%	0%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2019	75%	89%	84%	-	-	-	-	-	-	13%	-	13%	-	13%	13%
	2018	74%	89%	83%	-	-	-	-	-	-	38%	*	33%	-	38%	38%
At Meets Grade Level or Above	2019	48%	66%	67%	-	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	46%	64%	66%	-	-	-	-	-	-	15%	*	8%	-	15%	15%
At Masters Grade Level	2019	21%	32%	13%	-	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	19%	28%	9%	-	-	-	-	-	-	0%	*	0%	-	0%	0%
All Grades Mathematics																
At Approaches Grade Level or Above	2019	82%	90%	73%	-	-	-	-	-	-	20%	-	20%	-	20%	20%
	2018	81%	93%	90%	-	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	52%	65%	43%	-	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	50%	68%	59%	-	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	26%	34%	18%	-	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	24%	35%	26%	-	-	-	-	-	-	*	-	*	-	*	*
All Grades Science																
At Approaches Grade Level or Above	2019	81%	93%	93%	-	-	-	-	-	-	*	-	*	-	*	*
	2018	80%	92%	95%	-	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	54%	69%	69%	-	-	-	-	-	-	*	-	*	-	*	*
	2018	51%	70%	76%	-	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	25%	33%	27%	-	-	-	-	-	-	*	-	*	-	*	*
	2018	23%	36%	33%	-	-	-	-	-	-	*	-	*	-	*	*
All Grades Social Studies																
At Approaches Grade Level or Above	2019	81%	90%	99%	-	-	-	-	-	-	*	-	*	-	*	*
	2018	78%	90%	99%	-	-	-	-	-	-	100%	-	100%	-	100%	100%
At Meets Grade Level or Above	2019	55%	67%	86%	-	-	-	-	-	-	*	-	*	-	*	*
	2018	53%	71%	83%	-	-	-	-	-	-	0%	-	0%	-	0%	0%
At Masters Grade Level	2019	33%	42%	55%	-	-	-	-	-	-	*	-	*	-	*	*
	2018	31%	43%	53%	-	-	-	-	-	-	0%	-	0%	-	0%	0%
School Progress Domain - Academic Growth Score																
All Grades Both Subjects	2019	69%	73%	63%	-	-	-	-	-	-	50%	-	50%	-	50%	50%
	2018	69%	70%	68%	-	-	-	-	-	-	*	-	*	-	*	*
All Grades ELA/Reading	2019	68%	74%	74%	-	-	-	-	-	-	*	-	*	-	*	*
	2018	69%	68%	69%	-	-	-	-	-	-	*	-	*	-	*	*
All Grades Mathematics	2019	70%	71%	49%	-	-	-	-	-	-	*	-	*	-	*	*
	2018	70%	73%	65%	-	-	-	-	-	-	*	-	*	-	*	*

District Name: CELINA ISD
 Campus Name: CELINA H S
 Campus Number: 043903001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 844
 Grade Span: 09 - 12
 School Type: High School

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	99%	100%	100%	100%	-	100%	100%	99%	100%
Included in Accountability	94%	96%	97%	100%	96%	97%	100%	100%	-	100%	99%	96%	93%
Not Included in Accountability													
Mobile	4%	3%	3%	0%	3%	3%	0%	0%	-	0%	1%	3%	4%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	4%
Not Tested	1%	0%	0%	0%	1%	0%	0%	0%	-	0%	0%	1%	0%
Absent	1%	0%	0%	0%	1%	0%	0%	0%	-	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	96%	99%	99%	100%	*	100%	100%	97%	100%	100%
Included in Accountability	94%	96%	95%	93%	95%	95%	100%	*	100%	100%	96%	95%	89%
Not Included in Accountability													
Mobile	4%	3%	4%	2%	4%	4%	0%	*	0%	0%	1%	4%	11%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%
Not Tested	1%	0%	1%	4%	1%	1%	0%	*	0%	0%	3%	0%	0%
Absent	1%	0%	1%	4%	1%	1%	0%	*	0%	0%	3%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%

District Name: CELINA ISD
Campus Name: CELINA H S
Campus Number: 043903001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 849
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
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%
2017-18	95.4%	96.0%	95.5%	96.8%	95.4%	95.5%	93.9%	97.0%	*	95.5%	95.1%	95.2%	95.8%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
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%
2017-18	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 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%	*
Class of 2018													
Graduated	90.0%	99.4%	99.4%	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	*
Received TxCHSE	0.4%	0.6%	0.6%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	3.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	5.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Graduates and TxCHSE	90.4%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	94.3%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	99.4%	99.4%	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%	*
Continued HS	1.1%	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	92.8%	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%	*
Class of 2017													
Graduated	92.0%	95.3%	95.3%	100.0%	90.5%	96.6%	-	*	-	*	100.0%	81.6%	*
Received TxCHSE	0.6%	1.8%	1.8%	0.0%	0.0%	2.6%	-	*	-	*	0.0%	5.3%	*
Continued HS	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.3%	3.0%	3.0%	0.0%	9.5%	0.9%	-	*	-	*	0.0%	13.2%	*
Graduates and TxCHSE	92.6%	97.0%	97.0%	100.0%	90.5%	99.1%	-	*	-	*	100.0%	86.8%	*
Graduates, TxCHSE, and Continuers	93.7%	97.0%	97.0%	100.0%	90.5%	99.1%	-	*	-	*	100.0%	86.8%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.9%	95.9%	100.0%	92.7%	96.6%	-	*	-	*	100.0%	83.8%	*

District Name: CELINA ISD
Campus Name: CELINA H S
Campus Number: 043903001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 849
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.8%	1.8%	0.0%	0.0%	2.5%	-	*	-	*	0.0%	5.4%	*
Continued HS	0.6%	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%	*
Graduates and TxCHSE	93.2%	97.6%	97.6%	100.0%	92.7%	99.2%	-	*	-	*	100.0%	89.2%	*
Graduates, TxCHSE, and Continuers	93.7%	97.6%	97.6%	100.0%	92.7%	99.2%	-	*	-	*	100.0%	89.2%	*
Class of 2016													
Graduated	92.1%	99.4%	99.4%	100.0%	100.0%	99.2%	*	*	-	*	100.0%	96.0%	*
Received TxCHSE	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	6.6%	0.6%	0.6%	0.0%	0.0%	0.8%	*	*	-	*	0.0%	4.0%	*
Graduates and TxCHSE	92.9%	99.4%	99.4%	100.0%	100.0%	99.2%	*	*	-	*	100.0%	96.0%	*
Graduates, TxCHSE, and Continuers	93.4%	99.4%	99.4%	100.0%	100.0%	99.2%	*	*	-	*	100.0%	96.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	99.0%	99.0%	*	100.0%	99.3%	*	*	-	100.0%	100.0%	100.0%	*
Class of 2018	90.0%	99.4%	99.4%	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.5%	7.5%	*	15.7%	5.1%	*	*	-	0.0%	30.0%	11.4%	*
Class of 2018	5.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	91.0%	91.0%	*	80.4%	94.2%	*	*	-	100.0%	40.0%	85.7%	*
Class of 2018	82.0%	98.1%	98.1%	100.0%	93.9%	100.0%	*	*	-	*	40.0%	96.2%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	98.5%	98.5%	*	96.1%	99.3%	*	*	-	100.0%	70.0%	97.1%	*
Class of 2018	86.8%	98.1%	98.1%	100.0%	93.9%	100.0%	*	*	-	*	40.0%	96.2%	*
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	*	-	-	*	-	-	-	-	*	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.5%	7.5%	*	15.4%	5.1%	*	*	-	0.0%	30.0%	11.4%	*
2017-18	4.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	91.0%	91.0%	*	80.8%	94.2%	*	*	-	100.0%	40.0%	85.7%	*
2017-18	81.5%	98.1%	98.1%	100.0%	93.9%	100.0%	*	*	-	*	40.0%	100.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	98.0%	98.0%	*	96.2%	98.6%	*	*	-	100.0%	63.6%	97.1%	*
2017-18	85.1%	98.1%	98.1%	100.0%	93.9%	100.0%	*	*	-	*	40.0%	100.0%	*

District Name: CELINA ISD
 Campus Name: CELINA H S
 Campus Number: 043903001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 849
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	203	100.0%	203	355,615
By Ethnicity:				
African American	2	1.0%	2	43,953
Hispanic	54	26.6%	54	180,673
White	138	68.0%	138	105,577
American Indian	1	0.5%	1	1,293
Asian	2	1.0%	2	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	6	3.0%	6	7,018
By Graduation Type:				
Minimum H.S. Program	1	0.5%	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	1,090
Foundation H.S. Program (No Endorsement)	5	2.5%	5	51,579
Foundation H.S. Program (Endorsement)	15	7.4%	15	15,160
Foundation H.S. Program (DLA)	182	89.7%	182	285,538
Special Education Graduates	13	6.4%	13	27,598
Economically Disadvantaged Graduates	36	17.7%	36	186,364
LEP Graduates	4	2.0%	4	25,189
At-Risk Graduates	63	31.0%	63	146,432

District Name: CELINA ISD
 Campus Name: CELINA H S
 Campus Number: 043903001

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 849
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	73.4%	73.4%	*	60.2%	77.5%	*	*	-	91.7%	76.9%	65.3%	*
2017-18	65.5%	71.2%	71.2%	60.0%	60.8%	75.9%	*	*	-	*	50.0%	67.4%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	57.1%	57.1%	*	37.0%	63.8%	*	*	-	83.3%	0.0%	33.3%	*
2017-18	50.0%	57.1%	57.1%	40.0%	35.1%	65.8%	*	*	-	*	0.0%	47.8%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	59.1%	59.1%	*	33.3%	69.6%	*	*	-	50.0%	7.7%	33.3%	*
2017-18	58.2%	59.5%	59.5%	40.0%	43.2%	66.7%	*	*	-	*	0.0%	39.1%	*
Mathematics													
2018-19	48.6%	51.7%	51.7%	*	31.5%	58.7%	*	*	-	66.7%	0.0%	30.6%	*
2017-18	46.0%	53.4%	53.4%	40.0%	35.1%	60.5%	*	*	-	*	0.0%	34.8%	*
Both Subjects													
2018-19	44.2%	48.3%	48.3%	*	24.1%	57.2%	*	*	-	50.0%	0.0%	22.2%	*
2017-18	42.1%	49.7%	49.7%	40.0%	27.0%	58.8%	*	*	-	*	0.0%	30.4%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.4%	37.4%	*	20.4%	42.8%	*	*	-	83.3%	0.0%	22.2%	*
2017-18	20.7%	33.7%	33.7%	0.0%	18.9%	41.2%	*	*	-	*	0.0%	21.7%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	22.2%	22.2%	*	16.7%	25.4%	*	*	-	0.0%	0.0%	8.3%	*
2017-18	20.4%	27.6%	27.6%	0.0%	24.3%	31.6%	*	*	-	*	0.0%	34.8%	*
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
2017-18	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	11.8%	11.8%	*	13.0%	11.6%	*	*	-	0.0%	0.0%	11.1%	*
2017-18	1.0%	9.2%	9.2%	0.0%	5.4%	11.4%	*	*	-	*	0.0%	8.7%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.5%	30.5%	*	30.6%	29.7%	*	*	-	33.3%	76.9%	38.9%	*
2017-18	28.7%	31.9%	31.9%	30.0%	39.2%	30.3%	*	*	-	*	50.0%	32.6%	*
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.0%	2.0%	*	1.9%	2.2%	*	*	-	0.0%	0.0%	2.8%	*
2017-18	4.8%	0.6%	0.6%	0.0%	0.0%	0.9%	*	*	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: CELINA ISD
 Campus Name: CELINA H S
 Campus Number: 043903001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 849
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.0%	2.0%	*	5.6%	0.7%	*	*	-	0.0%	30.8%	2.8%	*
2017-18	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.3%	47.3%	*	35.2%	51.4%	*	*	-	33.3%	46.2%	47.2%	*
2017-18	38.7%	60.1%	60.1%	60.0%	70.3%	57.9%	*	*	-	*	55.6%	65.2%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	3.0%	3.0%	*	1.9%	2.9%	*	*	-	16.7%	0.0%	2.8%	*
2017-18	4.3%	0.6%	0.6%	0.0%	2.7%	0.0%	*	*	-	*	0.0%	0.0%	*
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.4%	3.4%	*	9.3%	0.7%	*	*	-	0.0%	53.8%	13.9%	*
2017-18	2.6%	1.2%	1.2%	0.0%	2.7%	0.9%	*	*	-	*	22.2%	0.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
2017-18	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*

District Name: CELINA ISD
 Campus Name: CELINA H S
 Campus Number: 043903001

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus CCMR-Related Indicators

Total Students: 849
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	32.0%	32.0%	*	22.2%	35.5%	*	*	-	50.0%	7.7%	25.0%	*
2017-18	32.1%	31.9%	31.9%	20.0%	35.1%	30.7%	*	*	-	*	0.0%	34.8%	*
Mathematics													
2018-19	24.7%	28.1%	28.1%	*	22.2%	29.0%	*	*	-	66.7%	0.0%	27.8%	*
2017-18	23.7%	27.0%	27.0%	20.0%	29.7%	25.4%	*	*	-	*	0.0%	30.4%	*
Both Subjects													
2018-19	18.8%	19.7%	19.7%	*	13.0%	21.0%	*	*	-	50.0%	0.0%	13.9%	*
2017-18	18.1%	22.1%	22.1%	20.0%	18.9%	22.8%	*	*	-	*	0.0%	26.1%	*
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	47.3%	47.3%	*	35.2%	51.4%	*	*	-	33.3%	46.2%	47.2%	*
2017-18	58.4%	68.1%	68.1%	60.0%	75.7%	65.8%	*	*	-	*	77.8%	65.2%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
2017-18	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Mathematics													
2018-19	7.3%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
2017-18	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Both Subjects													
2018-19	2.6%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
2017-18	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	16.8%	16.8%	0.0%	15.7%	18.4%	*	*	*	6.7%	n/a	11.3%	n/a
2018	25.8%	27.7%	27.7%	14.3%	18.9%	31.0%	*	*	-	37.5%	n/a	16.9%	n/a
English Language Arts													
2019	14.5%	8.9%	8.9%	0.0%	6.9%	10.3%	*	*	*	0.0%	n/a	3.8%	n/a
2018	15.3%	14.6%	14.6%	0.0%	6.7%	17.1%	*	*	-	37.5%	n/a	5.6%	n/a
Mathematics													
2019	7.4%	8.4%	8.4%	0.0%	4.9%	10.3%	*	*	*	6.7%	n/a	3.8%	n/a
2018	7.3%	5.8%	5.8%	0.0%	4.4%	6.7%	*	*	-	0.0%	n/a	5.6%	n/a
Science													
2019	10.4%	2.0%	2.0%	0.0%	2.9%	1.8%	*	*	*	0.0%	n/a	2.5%	n/a
2018	10.8%	9.6%	9.6%	0.0%	10.0%	9.5%	*	*	-	12.5%	n/a	11.3%	n/a
Social Studies													
2019	13.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	n/a	0.0%	n/a
2018	14.5%	4.7%	4.7%	0.0%	4.4%	4.8%	*	*	-	0.0%	n/a	5.6%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	39.7%	39.7%	-	43.8%	40.0%	-	*	-	*	n/a	33.3%	n/a
2018	50.7%	63.4%	63.4%	*	58.8%	67.9%	-	*	-	*	n/a	58.3%	n/a
English Language Arts													
2019	41.2%	41.7%	41.7%	-	57.1%	39.3%	-	*	-	-	n/a	*	n/a
2018	42.5%	58.5%	58.5%	-	66.7%	62.8%	-	*	-	*	n/a	*	n/a
Mathematics													
2019	52.2%	23.5%	23.5%	-	20.0%	25.0%	-	-	-	*	n/a	*	n/a

District Name: CELINA ISD
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Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus CCMR-Related Indicators

Total Students: 849
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	76.2%	76.2%	-	*	82.4%	-	-	-	-	n/a	*	n/a
2019	40.6%	37.5%	37.5%	-	*	60.0%	-	-	-	-	n/a	*	n/a
2018 Social Studies	38.0%	65.7%	65.7%	-	55.6%	75.0%	-	*	-	*	n/a	50.0%	n/a
2019	46.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	29.4%	29.4%	-	*	16.7%	-	*	-	-	n/a	*	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	69.0%	69.0%	*	44.4%	77.5%	*	*	-	100.0%	n/a	47.2%	n/a
2017-18	74.6%	70.6%	70.6%	80.0%	48.6%	77.2%	*	*	-	*	n/a	46.4%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	55.7%	55.7%	*	29.2%	61.7%	-	*	-	33.3%	n/a	23.5%	n/a
2017-18	37.9%	56.5%	56.5%	*	33.3%	65.9%	*	*	-	*	n/a	30.8%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1149	1149	-	993	1178	-	*	-	-	n/a	*	n/a
2017-18	1036	1162	1162	-	*	1181	-	*	-	-	n/a	*	n/a
English Language Arts and Writing													
2018-19	517	567	567	-	489	581	-	*	-	-	n/a	*	n/a
2017-18	521	581	581	-	*	590	-	*	-	-	n/a	*	n/a
Mathematics													
2018-19	510	582	582	-	504	597	-	*	-	-	n/a	*	n/a
2017-18	515	581	581	-	*	591	-	*	-	-	n/a	*	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	23.2	23.2	*	20.5	23.8	-	*	-	22.2	n/a	19.2	n/a
2017-18	20.6	23.6	23.6	*	19.9	24.7	*	*	-	*	n/a	20.5	n/a
English Language Arts													
2018-19	20.3	22.9	22.9	*	19.8	23.7	-	*	-	21.5	n/a	17.9	n/a
2017-18	20.3	23.4	23.4	*	19.8	24.6	*	*	-	*	n/a	20.1	n/a
Mathematics													
2018-19	20.4	23.2	23.2	*	21.5	23.5	-	*	-	23.5	n/a	20.6	n/a
2017-18	20.6	23.6	23.6	*	20.1	24.4	*	*	-	*	n/a	21.5	n/a
Science													
2018-19	20.8	23.2	23.2	*	20.7	23.8	-	*	-	22.7	n/a	20.1	n/a
2017-18	20.9	23.6	23.6	*	19.8	24.6	*	*	-	*	n/a	20.5	n/a

District Name: CELINA ISD
 Campus Name: CELINA H S
 Campus Number: 043903001

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 849
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
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%
2017-18	43.4%	52.0%	52.0%	37.0%	46.6%	54.9%	28.6%	100.0%	*	44.4%	30.0%	34.0%	27.3%
English Language Arts													
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%
2017-18	17.3%	17.0%	17.0%	0.0%	8.2%	21.0%	14.3%	33.3%	*	12.0%	0.0%	5.0%	0.0%
Mathematics													
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%
2017-18	20.7%	26.6%	26.6%	19.2%	25.3%	27.4%	16.7%	66.7%	*	20.0%	17.3%	21.0%	18.2%
Science													
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%
2017-18	21.2%	24.5%	24.5%	19.2%	23.9%	25.0%	28.6%	33.3%	*	19.2%	15.3%	16.2%	10.0%
Social Studies													
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%
2017-18	22.8%	32.2%	32.2%	15.4%	21.2%	36.7%	14.3%	66.7%	*	34.6%	0.0%	13.2%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	53.4%	53.4%	60.0%	43.2%	55.3%	*	*	-	*	0.0%	42.9%	*
2016-17	54.6%	60.1%	60.1%	40.0%	40.0%	68.1%	-	*	-	*	20.0%	28.1%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	68.3%	68.3%	*	37.5%	75.9%	*	*	-	*	-	58.3%	-
2016-17	59.2%	81.1%	81.1%	*	78.6%	82.9%	-	*	-	*	*	100.0%	-

District Name: CELINA ISD
Campus Name: CELINA H S
Campus Number: 043903001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 849
Grade Span: 09 - 12
School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	849	100.0%	2,821	5,479,173	849	100.0%	2,831	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	1.7%	4.5%	0	0.0%	1.7%	4.5%
Kindergarten	0	0.0%	7.1%	7.0%	0	0.0%	7.1%	7.0%
Grade 1	0	0.0%	7.6%	7.1%	0	0.0%	7.6%	7.1%
Grade 2	0	0.0%	7.1%	7.1%	0	0.0%	7.1%	7.1%
Grade 3	0	0.0%	7.7%	7.1%	0	0.0%	7.7%	7.1%
Grade 4	0	0.0%	7.5%	7.3%	0	0.0%	7.5%	7.3%
Grade 5	0	0.0%	7.3%	7.6%	0	0.0%	7.3%	7.6%
Grade 6	0	0.0%	7.3%	7.7%	0	0.0%	7.3%	7.7%
Grade 7	0	0.0%	7.7%	7.7%	0	0.0%	7.7%	7.7%
Grade 8	0	0.0%	8.7%	7.5%	0	0.0%	8.7%	7.5%
Grade 9	212	25.0%	7.5%	8.2%	212	25.0%	7.5%	8.2%
Grade 10	223	26.3%	7.9%	7.4%	223	26.3%	7.9%	7.4%
Grade 11	214	25.2%	7.6%	6.9%	214	25.2%	7.6%	6.9%
Grade 12	200	23.6%	7.1%	6.4%	200	23.6%	7.1%	6.4%
Ethnic Distribution:								
African American	35	4.1%	3.4%	12.6%	35	4.1%	3.4%	12.6%
Hispanic	193	22.7%	24.0%	52.8%	193	22.7%	24.0%	52.8%
White	562	66.2%	66.3%	27.0%	562	66.2%	66.3%	27.0%
American Indian	12	1.4%	1.0%	0.4%	12	1.4%	1.0%	0.4%
Asian	8	0.9%	0.9%	4.6%	8	0.9%	0.9%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	39	4.6%	4.4%	2.5%	39	4.6%	4.4%	2.5%
Sex:								
Female	412	48.5%	48.5%	48.8%	412	48.5%	48.4%	48.8%
Male	437	51.5%	51.5%	51.2%	437	51.5%	51.6%	51.2%
Economically Disadvantaged	156	18.4%	21.4%	60.3%	156	18.4%	21.4%	60.2%
Non-Educationally Disadvantaged	693	81.6%	78.6%	39.7%	693	81.6%	78.6%	39.8%
Section 504 Students	147	17.3%	13.0%	6.9%	147	17.3%	13.0%	6.9%
English Learners (EL)	12	1.4%	6.5%	20.3%	12	1.4%	6.4%	20.3%
Students w/ Disciplinary Placements (2018-19)	14	1.6%	0.5%	1.5%				
Students w/ Dyslexia	38	4.5%	4.4%	4.1%	38	4.5%	4.4%	4.1%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Homeless	4	0.5%	0.6%	1.4%	4	0.5%	0.6%	1.4%
Immigrant	5	0.6%	0.7%	2.3%	5	0.6%	0.7%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	28.7%	65.1%	0	0.0%	29.0%	65.1%
Military Connected	15	1.8%	2.2%	1.9%	15	1.8%	2.2%	1.9%
At-Risk	259	30.5%	29.1%	50.6%	259	30.5%	29.0%	50.5%

District Name: CELINA ISD
Campus Name: CELINA H S
Campus Number: 043903001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 849
Grade Span: 09 - 12
School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	12	1.4%	6.5%	20.6%	12	1.4%	6.5%	20.6%
Career & Technical Education	770	90.7%	30.0%	27.6%				
Career & Technical Education (9-12 grades only)	582	68.6%	68.6%	50.8%	582	68.6%	68.6%	50.8%
Gifted & Talented Education	56	6.6%	5.6%	8.1%	56	6.6%	5.5%	8.1%
Special Education	62	7.3%	10.1%	10.5%	62	7.3%	10.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	62							
By Type of Primary Disability								
Students with Intellectual Disabilities	43	69.4%	44.9%	42.4%				
Students with Physical Disabilities	*	*	26.0%	21.4%				
Students with Autism	**	**	**	13.8%				
Students with Behavioral Disabilities	10	16.1%	19.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	63	7.2%	8.6%	15.3%				
By Ethnicity:								
African American	3	0.3%						
Hispanic	18	2.0%						
White	38	4.3%						
American Indian	1	0.1%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	3	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	58	9.0%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.6%	1.6%	-	0.0%	5.5%
Grade 1	-	4.1%	2.9%	-	12.5%	4.9%
Grade 2	-	2.3%	1.6%	-	3.6%	2.0%
Grade 3	-	0.6%	0.9%	-	0.0%	0.8%
Grade 4	-	0.0%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	-	0.6%	0.4%	-	4.2%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	1.0%	1.0%	7.8%	0.0%	0.0%	13.1%

District Name: CELINA ISD
 Campus Name: CELINA H S
 Campus Number: 043903001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 849
 Grade Span: 09 - 12
 School Type: High School

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	18.6	19.0
Grade 1	-	20.3	18.9
Grade 2	-	18.0	18.8
Grade 3	-	19.4	19.0
Grade 4	-	19.5	19.2
Grade 5	-	20.8	20.9
Grade 6	-	20.4	20.4
Secondary:			
English/Language Arts	13.2	16.2	16.4
Foreign Languages	12.6	14.6	18.7
Mathematics	13.4	14.9	17.8
Science	19.0	19.5	18.8
Social Studies	17.4	19.2	19.3

District Name: CELINA ISD
 Campus Name: CELINA H S
 Campus Number: 043903001

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 849
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	68.0	100.0%	100.0%	100.0%
Professional Staff:	63.5	93.4%	61.9%	63.7%
Teachers	49.9	73.5%	49.6%	49.4%
Professional Support	9.8	14.3%	6.9%	10.2%
Campus Administration (School Leadership)	3.8	5.6%	3.2%	3.0%
Educational Aides:	4.5	6.6%	11.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	1.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	2.0	n/a	6.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	4.6	6.8%	20.7%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.0%	1.6%	10.8%
Hispanic	1.1	2.3%	4.9%	28.1%
White	46.7	93.5%	91.3%	57.7%
American Indian	1.0	2.0%	1.1%	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	0.1	0.3%	1.1%	1.1%
Males	19.5	39.0%	20.7%	23.8%
Females	30.5	61.0%	79.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	35.2	70.5%	78.5%	73.4%
Masters	13.7	27.5%	21.0%	24.5%
Doctorate	1.0	2.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.2	0.4%	2.7%	7.4%
1-5 Years Experience	8.6	17.1%	15.2%	27.9%
6-10 Years Experience	15.6	31.2%	31.4%	19.4%
11-20 Years Experience	16.2	32.4%	34.4%	29.4%
Over 20 Years Experience	9.4	18.9%	16.2%	15.9%
Number of Students per Teacher	17.0	n/a	15.3	15.1

District Name: CELINA ISD
 Campus Name: CELINA H S
 Campus Number: 043903001

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 849
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	5.6	6.2
Average Years Experience of Principals with District	4.0	5.2	5.3
Average Years Experience of Assistant Principals	7.5	6.7	5.3
Average Years Experience of Assistant Principals with District	7.5	6.7	4.7
Average Years Experience of Teachers:	13.3	12.7	11.1
Average Years Experience of Teachers with District:	6.7	6.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$48,802	\$46,820	\$49,868
1-5 Years Experience	\$49,299	\$49,571	\$52,823
6-10 Years Experience	\$53,873	\$53,244	\$55,756
11-20 Years Experience	\$57,786	\$57,034	\$59,308
Over 20 Years Experience	\$68,228	\$65,211	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$57,045	\$55,759	\$57,091
Professional Support	\$64,408	\$67,552	\$67,352
Campus Administration (School Leadership)	\$91,503	\$87,883	\$82,512
Instructional Staff Percent:	n/a	61.0%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CELINA ISD
 Campus Name: CELINA H S
 Campus Number: 043903001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 849
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.4	0.7%	5.5%	6.5%
Career & Technical Education	7.9	15.8%	4.7%	5.0%
Compensatory Education	0.5	1.0%	2.4%	2.8%
Gifted & Talented Education	0.0	0.0%	0.1%	1.9%
Regular Education	35.3	70.8%	82.1%	70.9%
Special Education	1.1	2.1%	2.3%	9.3%
Other	4.8	9.6%	2.9%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- '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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **CELINA ISD**

Campus Name: **COLLIN CO J J A E P**

Campus Number: **043903002**

2020 Accountability Rating: **Not Rated**

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District Name: CELINA ISD
Campus Name: COLLIN CO J J A E P
Campus Number: 043903002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1
Grade Span: 12 - 12
School Type: High School

There is no data for this campus.

District Name: CELINA ISD
Campus Name: COLLIN CO J J A E P
Campus Number: 043903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 1
Grade Span: 12 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year’s report is not updated.

There is no data for this campus.

District Name: CELINA ISD
Campus Name: COLLIN CO J J A E P
Campus Number: 043903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 1
Grade Span: 12 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

There is no data for this campus.

District Name: CELINA ISD
Campus Name: COLLIN CO J J A E P
Campus Number: 043903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language
Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

Total Students: 1
Grade Span: 12 - 12
(Current EL Students)

There is no data for this campus.

There is no data for this campus.

District Name: CELINA ISD
Campus Name: COLLIN CO J J A E P
Campus Number: 043903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1
Grade Span: 12 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	95.4%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: CELINA ISD
 Campus Name: COLLIN CO J J A E P
 Campus Number: 043903002

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1
 Grade Span: 12 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	99.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	91.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	98.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	98.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: CELINA ISD
 Campus Name: COLLIN CO J J A E P
 Campus Number: 043903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 1
 Grade Span: 12 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	203	355,615
By Ethnicity:				
African American	-	-	2	43,953
Hispanic	-	-	54	180,673
White	-	-	138	105,577
American Indian	-	-	1	1,293
Asian	-	-	2	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	6	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	5	51,579
Foundation H.S. Program (Endorsement)	-	-	15	15,160
Foundation H.S. Program (DLA)	-	-	182	285,538
Special Education Graduates	-	-	13	27,598
Economically Disadvantaged Graduates	-	-	36	186,364
LEP Graduates	-	-	4	25,189
At-Risk Graduates	-	-	63	146,432

District Name: CELINA ISD
 Campus Name: COLLIN CO J J A E P
 Campus Number: 043903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1
 Grade Span: 12 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	73.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	71.2%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	57.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	57.1%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	59.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	59.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	51.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	53.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	49.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	33.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	22.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	27.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	31.9%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: CELINA ISD
 Campus Name: COLLIN CO J J A E P
 Campus Number: 043903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1
 Grade Span: 12 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	60.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: CELINA ISD
 Campus Name: COLLIN CO J J A E P
 Campus Number: 043903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 1
 Grade Span: 12 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	32.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	31.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	28.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	27.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	22.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	47.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	68.1%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	16.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	8.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	14.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	9.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	4.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	39.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	63.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	41.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	58.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	23.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CELINA ISD
 Campus Name: COLLIN CO J J A E P
 Campus Number: 043903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 1
 Grade Span: 12 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	76.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	37.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	65.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	29.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	69.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	70.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	55.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	56.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1149	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1162	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	567	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	581	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	581	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	23.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	23.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	23.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CELINA ISD
 Campus Name: COLLIN CO J J A E P
 Campus Number: 043903002

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 1
 Grade Span: 12 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	51.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	52.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	14.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	27.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	26.6%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	27.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	30.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	32.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	53.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	60.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	68.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	81.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: CELINA ISD
 Campus Name: COLLIN CO J J A E P
 Campus Number: 043903002

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 1
 Grade Span: 12 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	1	100.0%	2,821	5,479,173	1	100.0%	2,831	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	1.7%	4.5%	0	0.0%	1.7%	4.5%
Kindergarten	0	0.0%	7.1%	7.0%	0	0.0%	7.1%	7.0%
Grade 1	0	0.0%	7.6%	7.1%	0	0.0%	7.6%	7.1%
Grade 2	0	0.0%	7.1%	7.1%	0	0.0%	7.1%	7.1%
Grade 3	0	0.0%	7.7%	7.1%	0	0.0%	7.7%	7.1%
Grade 4	0	0.0%	7.5%	7.3%	0	0.0%	7.5%	7.3%
Grade 5	0	0.0%	7.3%	7.6%	0	0.0%	7.3%	7.6%
Grade 6	0	0.0%	7.3%	7.7%	0	0.0%	7.3%	7.7%
Grade 7	0	0.0%	7.7%	7.7%	0	0.0%	7.7%	7.7%
Grade 8	0	0.0%	8.7%	7.5%	0	0.0%	8.7%	7.5%
Grade 9	0	0.0%	7.5%	8.2%	0	0.0%	7.5%	8.2%
Grade 10	0	0.0%	7.9%	7.4%	0	0.0%	7.9%	7.4%
Grade 11	0	0.0%	7.6%	6.9%	0	0.0%	7.6%	6.9%
Grade 12	1	100.0%	7.1%	6.4%	1	100.0%	7.1%	6.4%
Ethnic Distribution:								
African American	0	0.0%	3.4%	12.6%	0	0.0%	3.4%	12.6%
Hispanic	0	0.0%	24.0%	52.8%	0	0.0%	24.0%	52.8%
White	1	100.0%	66.3%	27.0%	1	100.0%	66.3%	27.0%
American Indian	0	0.0%	1.0%	0.4%	0	0.0%	1.0%	0.4%
Asian	0	0.0%	0.9%	4.6%	0	0.0%	0.9%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	4.4%	2.5%	0	0.0%	4.4%	2.5%
Sex:								
Female	0	0.0%	48.5%	48.8%	0	0.0%	48.4%	48.8%
Male	1	100.0%	51.5%	51.2%	1	100.0%	51.6%	51.2%
Economically Disadvantaged	1	100.0%	21.4%	60.3%	1	100.0%	21.4%	60.2%
Non-Educationally Disadvantaged	0	0.0%	78.6%	39.7%	0	0.0%	78.6%	39.8%
Section 504 Students	0	0.0%	13.0%	6.9%	0	0.0%	13.0%	6.9%
English Learners (EL)	0	0.0%	6.5%	20.3%	0	0.0%	6.4%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.5%	1.5%				
Students w/ Dyslexia	0	0.0%	4.4%	4.1%	0	0.0%	4.4%	4.1%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Homeless	0	0.0%	0.6%	1.4%	0	0.0%	0.6%	1.4%
Immigrant	0	0.0%	0.7%	2.3%	0	0.0%	0.7%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	28.7%	65.1%	0	0.0%	29.0%	65.1%
Military Connected	0	0.0%	2.2%	1.9%	0	0.0%	2.2%	1.9%
At-Risk	1	100.0%	29.1%	50.6%	1	100.0%	29.0%	50.5%

District Name: CELINA ISD
 Campus Name: COLLIN CO J J A E P
 Campus Number: 043903002

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 1
 Grade Span: 12 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	0	0.0%	6.5%	20.6%	0	0.0%	6.5%	20.6%
Career & Technical Education	1	100.0%	30.0%	27.6%				
Career & Technical Education (9-12 grades only)	1	100.0%	68.6%	50.8%	1	100.0%	68.6%	50.8%
Gifted & Talented Education	0	0.0%	5.6%	8.1%	0	0.0%	5.5%	8.1%
Special Education	1	100.0%	10.1%	10.5%	1	100.0%	10.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	*							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	44.9%	42.4%				
Students with Physical Disabilities	**	**	26.0%	21.4%				
Students with Autism	**	**	**	13.8%				
Students with Behavioral Disabilities	**	**	19.3%	20.8%				
Students with Non-Categorical Early Childhood	**	**	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	0	0.0%	8.6%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	0	0.0%						
White	0	0.0%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	-	-						

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	18.6	19.0
Grade 1	-	20.3	18.9
Grade 2	-	18.0	18.8
Grade 3	-	19.4	19.0
Grade 4	-	19.5	19.2
Grade 5	-	20.8	20.9
Grade 6	-	20.4	20.4
Secondary:			
English/Language Arts	-	16.2	16.4

District Name: CELINA ISD
Campus Name: COLLIN CO J J A E P
Campus Number: 043903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 1
Grade Span: 12 - 12
School Type: High School

Class Size Information	Campus	District	State
Foreign Languages	-	14.6	18.7
Mathematics	-	14.9	17.8
Science	-	19.5	18.8
Social Studies	-	19.2	19.3

District Name: CELINA ISD
 Campus Name: COLLIN CO J J A E P
 Campus Number: 043903002

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 1
 Grade Span: 12 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	-	100.0%	100.0%	100.0%
Professional Staff:	-	-	61.9%	63.7%
Teachers	-	-	49.6%	49.4%
Professional Support	-	-	6.9%	10.2%
Campus Administration (School Leadership)	-	-	3.2%	3.0%
Educational Aides:	-	-	11.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	-	n/a	1.0	4,373.0
Part-time	-	n/a	0.0	595.0
Counselors				
Full-time	-	n/a	6.0	12,901.0
Part-time	-	n/a	0.0	1,103.0
Total Minority Staff:	-	-	20.7%	51.1%
Teachers by Ethnicity and Sex:				
African American	-	-	1.6%	10.8%
Hispanic	-	-	4.9%	28.1%
White	-	-	91.3%	57.7%
American Indian	-	-	1.1%	0.3%
Asian	-	-	0.0%	1.8%
Pacific Islander	-	-	0.0%	0.2%
Two or More Races	-	-	1.1%	1.1%
Males	-	-	20.7%	23.8%
Females	-	-	79.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	-	-	0.0%	1.3%
Bachelors	-	-	78.5%	73.4%
Masters	-	-	21.0%	24.5%
Doctorate	-	-	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	-	-	2.7%	7.4%
1-5 Years Experience	-	-	15.2%	27.9%
6-10 Years Experience	-	-	31.4%	19.4%
11-20 Years Experience	-	-	34.4%	29.4%
Over 20 Years Experience	-	-	16.2%	15.9%
Number of Students per Teacher	-	n/a	15.3	15.1

District Name: CELINA ISD
 Campus Name: COLLIN CO J J A E P
 Campus Number: 043903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 1
 Grade Span: 12 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	-	5.6	6.2
Average Years Experience of Principals with District	-	5.2	5.3
Average Years Experience of Assistant Principals	-	6.7	5.3
Average Years Experience of Assistant Principals with District	-	6.7	4.7
Average Years Experience of Teachers:	-	12.7	11.1
Average Years Experience of Teachers with District:	-	6.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$46,820	\$49,868
1-5 Years Experience	-	\$49,571	\$52,823
6-10 Years Experience	-	\$53,244	\$55,756
11-20 Years Experience	-	\$57,034	\$59,308
Over 20 Years Experience	-	\$65,211	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	-	\$55,759	\$57,091
Professional Support	-	\$67,552	\$67,352
Campus Administration (School Leadership)	-	\$87,883	\$82,512
Instructional Staff Percent:	n/a	61.0%	64.6%
Contracted Instructional Staff (not incl. above):	-	0.0	6,309.0

District Name: CELINA ISD
Campus Name: COLLIN CO J J A E P
Campus Number: 043903002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 1
Grade Span: 12 - 12
School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	-	-	5.5%	6.5%
Career & Technical Education	-	-	4.7%	5.0%
Compensatory Education	-	-	2.4%	2.8%
Gifted & Talented Education	-	-	0.1%	1.9%
Regular Education	-	-	82.1%	70.9%
Special Education	-	-	2.3%	9.3%
Other	-	-	2.9%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- '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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **CELINA ISD**

Campus Name: **CELINA J H**

Campus Number: **043903041**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: CELINA ISD
Campus Name: CELINA J H
Campus Number: 043903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 668
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year’s report is not updated.

District Name: CELINA ISD
 Campus Name: CELINA J H
 Campus Number: 043903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 668
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

				African			American			Pacific	Two or	Special	Special	Continu-	Non-		EL
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	(Current)	(Former)	ously	Continu-	Econ	(Current	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	85%	85%	*	65%	92%	*	*	-	100%	35%	92%	87%	82%	69%	54%
	2018	69%	86%	86%	*	70%	91%	*	*	*	100%	32%	100%	87%	83%	72%	55%
At Meets Grade Level or Above	2019	37%	58%	58%	*	31%	66%	*	*	-	88%	20%	62%	57%	59%	31%	8%
	2018	39%	57%	57%	*	43%	65%	*	*	*	33%	16%	50%	62%	47%	30%	23%
At Masters Grade Level	2019	18%	26%	26%	*	14%	29%	*	*	-	38%	10%	31%	28%	23%	14%	4%
	2018	19%	32%	32%	*	24%	38%	*	*	*	0%	11%	0%	36%	26%	12%	5%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	92%	92%	*	88%	93%	*	*	-	100%	70%	100%	94%	88%	86%	84%
	2018	77%	94%	94%	*	85%	96%	*	*	*	100%	63%	83%	95%	91%	82%	82%
At Meets Grade Level or Above	2019	47%	61%	61%	*	32%	70%	*	*	-	88%	25%	62%	63%	58%	37%	24%
	2018	44%	68%	68%	*	57%	72%	*	*	*	78%	21%	67%	69%	65%	46%	41%
At Masters Grade Level	2019	21%	27%	27%	*	14%	31%	*	*	-	38%	15%	23%	28%	26%	14%	8%
	2018	18%	29%	29%	*	9%	39%	*	*	*	22%	16%	33%	27%	33%	12%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	91%	91%	*	83%	95%	*	*	*	100%	47%	100%	91%	90%	79%	76%
	2018	74%	88%	88%	67%	82%	92%	*	-	-	60%	33%	100%	86%	91%	74%	63%
At Meets Grade Level or Above	2019	49%	72%	72%	*	58%	77%	*	*	*	90%	26%	80%	73%	70%	51%	53%
	2018	48%	62%	62%	50%	49%	67%	*	-	-	60%	20%	80%	57%	69%	36%	19%
At Masters Grade Level	2019	29%	49%	49%	*	39%	54%	*	*	*	40%	16%	60%	50%	47%	34%	12%
	2018	29%	40%	40%	17%	29%	45%	*	-	-	40%	7%	80%	37%	45%	24%	19%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	95%	95%	*	88%	98%	*	*	*	100%	79%	100%	97%	93%	89%	88%
	2018	72%	90%	90%	100%	82%	93%	*	-	-	80%	47%	100%	90%	91%	81%	72%
At Meets Grade Level or Above	2019	43%	76%	76%	*	59%	83%	*	*	*	80%	32%	80%	77%	74%	57%	47%
	2018	40%	63%	63%	33%	55%	68%	*	-	-	60%	20%	80%	59%	70%	48%	33%
At Masters Grade Level	2019	17%	42%	42%	*	27%	49%	*	*	*	40%	26%	80%	40%	44%	30%	18%
	2018	18%	28%	28%	0%	24%	33%	*	-	-	0%	7%	60%	27%	31%	12%	6%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	91%	91%	*	80%	95%	*	*	*	100%	50%	100%	89%	93%	83%	71%
	2018	69%	86%	86%	83%	73%	91%	*	-	-	80%	47%	100%	83%	92%	72%	50%
At Meets Grade Level or Above	2019	42%	68%	68%	*	57%	73%	*	*	*	82%	28%	50%	69%	67%	51%	53%
	2018	43%	59%	59%	33%	43%	67%	*	-	-	60%	13%	60%	56%	65%	34%	25%
At Masters Grade Level	2019	18%	37%	37%	*	25%	41%	*	*	*	55%	17%	33%	35%	40%	21%	12%
	2018	15%	15%	15%	0%	8%	18%	*	-	-	20%	0%	0%	15%	16%	6%	0%

District Name: CELINA ISD
 Campus Name: CELINA J H
 Campus Number: 043903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 668
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	96%	96%	100%	91%	98%	*	*	-	100%	63%	*	96%	96%	92%	82%
	2018	86%	93%	93%	100%	83%	95%	100%	*	-	100%	56%	*	93%	93%	88%	60%
At Meets Grade Level or Above	2019	55%	71%	71%	40%	58%	77%	*	*	-	50%	11%	*	71%	71%	52%	27%
	2018	49%	65%	65%	50%	46%	73%	83%	*	-	58%	22%	*	64%	68%	40%	30%
At Masters Grade Level	2019	28%	45%	45%	20%	23%	55%	*	*	-	33%	5%	*	45%	45%	23%	0%
	2018	27%	34%	34%	38%	15%	39%	50%	*	-	42%	11%	*	30%	41%	19%	0%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	98%	98%	100%	98%	98%	*	*	-	100%	83%	*	98%	98%	100%	90%
	2018	86%	94%	94%	86%	86%	98%	*	*	-	100%	56%	*	95%	92%	88%	50%
At Meets Grade Level or Above	2019	57%	76%	76%	60%	77%	78%	*	*	-	83%	28%	*	76%	78%	73%	60%
	2018	51%	63%	63%	43%	55%	67%	*	*	-	83%	28%	*	60%	69%	51%	30%
At Masters Grade Level	2019	17%	14%	14%	0%	11%	17%	*	*	-	0%	0%	*	13%	18%	10%	20%
	2018	15%	16%	16%	14%	18%	15%	*	*	-	17%	11%	*	8%	31%	12%	10%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	94%	94%	*	90%	96%	*	*	-	83%	63%	*	95%	93%	87%	73%
	2018	76%	86%	86%	75%	71%	90%	100%	*	-	100%	39%	*	85%	89%	70%	40%
At Meets Grade Level or Above	2019	51%	71%	71%	*	56%	78%	*	*	-	67%	21%	*	69%	74%	40%	18%
	2018	52%	62%	62%	38%	38%	71%	67%	*	-	75%	17%	*	60%	65%	35%	10%
At Masters Grade Level	2019	25%	36%	36%	*	21%	43%	*	*	-	33%	5%	*	38%	33%	17%	0%
	2018	28%	32%	32%	38%	10%	36%	50%	*	-	58%	11%	*	29%	36%	14%	10%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	80%	80%	80%	77%	82%	*	*	-	67%	16%	*	79%	83%	66%	45%
	2018	65%	82%	82%	75%	63%	88%	83%	*	-	100%	39%	*	82%	84%	58%	40%
At Meets Grade Level or Above	2019	37%	47%	47%	40%	35%	54%	*	*	-	17%	11%	*	45%	51%	28%	36%
	2018	36%	59%	59%	63%	42%	61%	83%	*	-	92%	22%	*	57%	62%	40%	30%
At Masters Grade Level	2019	21%	29%	29%	20%	17%	35%	*	*	-	0%	11%	*	29%	29%	17%	0%
	2018	21%	33%	33%	50%	19%	34%	83%	*	-	50%	11%	*	32%	36%	14%	20%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	81%	100%	-	100%	100%	-	*	-	-	*	*	100%	100%	100%	*
	2018	83%	93%	100%	*	*	100%	*	*	-	100%	-	*	100%	100%	*	-
At Meets Grade Level or Above	2019	61%	58%	95%	-	100%	95%	-	*	-	-	*	*	95%	96%	100%	*
	2018	55%	71%	100%	*	*	100%	*	*	-	100%	-	*	100%	100%	*	-
At Masters Grade Level	2019	37%	37%	86%	-	89%	86%	-	*	-	-	*	*	88%	83%	100%	*
	2018	32%	46%	92%	*	*	94%	*	*	-	100%	-	*	95%	86%	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	89%	91%	78%	85%	94%	95%	100%	*	96%	56%	98%	92%	91%	84%	74%
	2018	77%	90%	89%	83%	78%	93%	94%	100%	*	95%	46%	98%	89%	90%	76%	60%
At Meets Grade Level or Above	2019	50%	65%	68%	44%	52%	74%	68%	75%	*	75%	22%	66%	68%	68%	48%	35%

District Name: CELINA ISD
 Campus Name: CELINA J H
 Campus Number: 043903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 668
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	48%	66%	63%	46%	48%	69%	68%	75%	*	70%	20%	70%	62%	66%	40%	28%
	2019	24%	33%	37%	6%	23%	43%	42%	63%	*	34%	12%	34%	37%	37%	22%	9%
	2018	22%	32%	32%	24%	18%	36%	47%	44%	*	37%	10%	37%	30%	35%	14%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	91%	70%	80%	95%	100%	100%	*	100%	48%	95%	92%	89%	80%	67%
	2018	74%	89%	89%	81%	78%	93%	90%	100%	*	92%	40%	100%	89%	89%	78%	58%
	2019	48%	66%	67%	30%	50%	74%	100%	80%	*	79%	19%	64%	67%	67%	45%	27%
At Meets Grade Level or Above	2018	46%	64%	61%	50%	46%	68%	60%	60%	*	50%	19%	67%	61%	61%	35%	23%
	2019	21%	32%	41%	10%	26%	46%	67%	80%	*	38%	10%	41%	42%	39%	24%	6%
	2018	19%	28%	35%	25%	23%	41%	40%	40%	*	27%	10%	40%	34%	37%	18%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	90%	95%	90%	91%	97%	100%	100%	*	100%	78%	100%	97%	93%	92%	87%
	2018	81%	93%	93%	94%	85%	96%	100%	100%	*	96%	56%	93%	94%	92%	83%	72%
	2019	52%	65%	73%	60%	58%	79%	67%	80%	*	83%	28%	73%	74%	72%	58%	40%
At Meets Grade Level or Above	2018	50%	68%	69%	44%	57%	73%	70%	100%	*	81%	23%	73%	67%	71%	49%	36%
	2019	26%	34%	36%	0%	22%	42%	33%	60%	*	29%	14%	32%	35%	37%	23%	15%
	2018	24%	35%	32%	13%	18%	38%	30%	60%	*	35%	12%	40%	30%	37%	13%	6%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	84%	91%	*	80%	95%	*	*	*	100%	50%	100%	89%	93%	83%	71%
	2018	66%	83%	86%	83%	73%	91%	*	-	-	80%	47%	100%	83%	92%	72%	50%
	2019	38%	56%	68%	*	57%	73%	*	*	*	82%	28%	50%	69%	67%	51%	53%
At Meets Grade Level or Above	2018	41%	58%	59%	33%	43%	67%	*	-	-	60%	13%	60%	56%	65%	34%	25%
	2019	14%	25%	37%	*	25%	41%	*	*	*	55%	17%	33%	35%	40%	21%	12%
	2018	13%	17%	15%	0%	8%	18%	*	-	-	20%	0%	0%	15%	16%	6%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	94%	*	90%	96%	*	*	-	83%	63%	*	95%	93%	87%	73%
	2018	80%	92%	86%	75%	71%	90%	100%	*	-	100%	39%	*	85%	89%	70%	40%
	2019	54%	69%	71%	*	56%	78%	*	*	-	67%	21%	*	69%	74%	40%	18%
At Meets Grade Level or Above	2018	51%	70%	62%	38%	38%	71%	67%	*	-	75%	17%	*	60%	65%	35%	10%
	2019	25%	33%	36%	*	21%	43%	*	*	-	33%	5%	*	38%	33%	17%	0%
	2018	23%	36%	32%	38%	10%	36%	50%	*	-	58%	11%	*	29%	36%	14%	10%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	90%	80%	80%	77%	82%	*	*	-	67%	16%	*	79%	83%	66%	45%
	2018	78%	90%	82%	75%	63%	88%	83%	*	-	100%	39%	*	82%	84%	58%	40%
	2019	55%	67%	47%	40%	35%	54%	*	*	-	17%	11%	*	45%	51%	28%	36%
At Meets Grade Level or Above	2018	53%	71%	59%	63%	42%	61%	83%	*	-	92%	22%	*	57%	62%	40%	30%
	2019	33%	42%	29%	20%	17%	35%	*	*	-	0%	11%	*	29%	29%	17%	0%
	2018	31%	43%	33%	50%	19%	34%	83%	*	-	50%	11%	*	32%	36%	14%	20%

District Name: CELINA ISD
 Campus Name: CELINA J H
 Campus Number: 043903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 668
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
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

District Name: CELINA ISD
 Campus Name: CELINA J H
 Campus Number: 043903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 668
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	57%	61%	*	57%	64%	*	-	*	*	38%	57%	55%
	2018	38%	54%	46%	*	47%	46%	-	-	*	*	17%	54%	*
Mathematics	2019	45%	64%	75%	-	71%	79%	-	-	-	*	65%	77%	60%
	2018	47%	70%	65%	*	63%	67%	-	-	*	*	41%	67%	*
Student Success Initiative														
Grade 5 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	9%	*	*	-	*	*	-	-	-	-	*	*	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	91%	91%	80%	83%	96%	*	*	-	67%	33%	77%	17%
Students Requiring Accelerated Instruction														
	2019	22%	9%	9%	20%	17%	4%	*	*	-	33%	67%	23%	83%
STAAR Cumulative Met Standard														
	2019	85%	97%	97%	100%	92%	98%	*	*	-	100%	67%	92%	67%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	100%	100%	-	100%	100%	-	-	-	-	100%	*	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	95%	95%	100%	93%	95%	*	*	-	100%	59%	95%	67%
Students Requiring Accelerated Instruction														
	2019	18%	5%	5%	0%	7%	5%	*	*	-	0%	41%	5%	33%
STAAR Cumulative Met Standard														
	2019	88%	98%	98%	100%	98%	98%	*	*	-	100%	82%	100%	83%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	100%	100%	*	*	*	-	-	-	-	100%	*	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Retained in Grade 8	2019	56%	*	*	-	-	*	-	-	-	-	-	-	-

District Name: CELINA ISD
 Campus Name: CELINA J H
 Campus Number: 043903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 668
 Grade Span: 06 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	89%	91%	-	-	-	-	-	57%	-	57%	-	57%	57%
	2018	77%	90%	89%	-	-	-	-	-	36%	-	36%	-	36%	36%
At Meets Grade Level or Above	2019	50%	65%	68%	-	-	-	-	-	12%	-	12%	-	12%	12%
	2018	48%	66%	63%	-	-	-	-	-	8%	-	8%	-	8%	8%
At Masters Grade Level	2019	24%	33%	37%	-	-	-	-	-	2%	-	2%	-	2%	2%
	2018	22%	32%	32%	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	91%	-	-	-	-	-	50%	-	50%	-	50%	50%
	2018	74%	89%	89%	-	-	-	-	-	23%	-	23%	-	23%	23%
At Meets Grade Level or Above	2019	48%	66%	67%	-	-	-	-	-	5%	-	5%	-	5%	5%
	2018	46%	64%	61%	-	-	-	-	-	8%	-	8%	-	8%	8%
At Masters Grade Level	2019	21%	32%	41%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	19%	28%	35%	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	90%	95%	-	-	-	-	-	82%	-	82%	-	82%	82%
	2018	81%	93%	93%	-	-	-	-	-	60%	-	60%	-	60%	60%
At Meets Grade Level or Above	2019	52%	65%	73%	-	-	-	-	-	18%	-	18%	-	18%	18%
	2018	50%	68%	69%	-	-	-	-	-	13%	-	13%	-	13%	13%
At Masters Grade Level	2019	26%	34%	36%	-	-	-	-	-	5%	-	5%	-	5%	5%
	2018	24%	35%	32%	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	84%	91%	-	-	-	-	-	*	-	*	-	*	*
	2018	66%	83%	86%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	38%	56%	68%	-	-	-	-	-	*	-	*	-	*	*
	2018	41%	58%	59%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	14%	25%	37%	-	-	-	-	-	*	-	*	-	*	*
	2018	13%	17%	15%	-	-	-	-	-	*	-	*	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	94%	-	-	-	-	-	50%	-	50%	-	50%	50%
	2018	80%	92%	86%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	54%	69%	71%	-	-	-	-	-	17%	-	17%	-	17%	17%
	2018	51%	70%	62%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	25%	33%	36%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	23%	36%	32%	-	-	-	-	-	*	-	*	-	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	90%	80%	-	-	-	-	-	17%	-	17%	-	17%	17%
	2018	78%	90%	82%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	55%	67%	47%	-	-	-	-	-	17%	-	17%	-	17%	17%
	2018	53%	71%	59%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	33%	42%	29%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	31%	43%	33%	-	-	-	-	-	*	-	*	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	73%	74%	-	-	-	-	-	57%	-	57%	-	57%	57%
	2018	69%	70%	70%	-	-	-	-	-	52%	-	52%	-	52%	52%
All Grades ELA/Reading	2019	68%	74%	73%	-	-	-	-	-	55%	-	55%	-	55%	55%
	2018	69%	68%	67%	-	-	-	-	-	35%	-	35%	-	35%	35%
All Grades Mathematics	2019	70%	71%	75%	-	-	-	-	-	60%	-	60%	-	60%	60%

District Name: CELINA ISD
 Campus Name: CELINA J H
 Campus Number: 043903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 668
 Grade Span: 06 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	73%	74%	-	-	-	-	-	67%	-	67%	-	67%	67%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	57%	61%	-	-	-	-	-	55%	-	55%	-	55%	55%
	2018	38%	54%	46%	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2019	45%	64%	75%	-	-	-	-	-	60%	-	60%	-	60%	60%
	2018	47%	70%	65%	-	-	-	-	-	*	-	*	-	*	*

District Name: CELINA ISD
 Campus Name: CELINA J H
 Campus Number: 043903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 642
 Grade Span: 06 - 08
 School Type: Middle

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	97%	99%	99%	100%	100%	*	97%	99%	99%	100%
Included in Accountability	94%	96%	96%	97%	95%	96%	100%	100%	*	95%	91%	96%	82%
Not Included in Accountability													
Mobile	4%	3%	3%	0%	4%	3%	0%	0%	*	3%	7%	3%	16%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	1%	0%	1%
Not Tested	1%	0%	1%	3%	1%	1%	0%	0%	*	3%	1%	1%	0%
Absent	1%	0%	1%	0%	0%	1%	0%	0%	*	1%	1%	1%	0%
Other	0%	0%	0%	3%	0%	0%	0%	0%	*	1%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	*	100%	100%	99%	100%
Included in Accountability	94%	96%	98%	96%	97%	98%	100%	84%	*	100%	98%	95%	92%
Not Included in Accountability													
Mobile	4%	3%	2%	4%	3%	2%	0%	16%	*	0%	2%	4%	3%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	5%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

District Name: CELINA ISD
 Campus Name: CELINA J H
 Campus Number: 043903041

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 668
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.9%	96.0%	95.8%	95.6%	96.1%	96.5%	*	*	95.2%	94.3%	95.1%	96.1%
2017-18	95.4%	96.0%	96.1%	96.6%	96.3%	95.9%	96.1%	98.5%	*	96.9%	94.8%	96.5%	96.5%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
2017-18	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)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: CELINA ISD
 Campus Name: CELINA J H
 Campus Number: 043903041

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 668
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	99.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	91.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	98.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	98.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: CELINA ISD
 Campus Name: CELINA J H
 Campus Number: 043903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 668
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	203	355,615
By Ethnicity:				
African American	-	-	2	43,953
Hispanic	-	-	54	180,673
White	-	-	138	105,577
American Indian	-	-	1	1,293
Asian	-	-	2	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	6	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	5	51,579
Foundation H.S. Program (Endorsement)	-	-	15	15,160
Foundation H.S. Program (DLA)	-	-	182	285,538
Special Education Graduates	-	-	13	27,598
Economically Disadvantaged Graduates	-	-	36	186,364
LEP Graduates	-	-	4	25,189
At-Risk Graduates	-	-	63	146,432

District Name: CELINA ISD
 Campus Name: CELINA J H
 Campus Number: 043903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 668
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	73.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	71.2%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	57.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	57.1%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	59.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	59.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	51.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	53.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	49.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	33.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	22.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	27.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	31.9%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: CELINA ISD
 Campus Name: CELINA J H
 Campus Number: 043903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 668
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	60.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: CELINA ISD
 Campus Name: CELINA J H
 Campus Number: 043903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 668
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	32.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	31.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	28.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	27.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	22.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	47.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	68.1%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	16.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	8.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	14.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	9.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	4.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	39.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	63.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	41.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	58.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	23.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CELINA ISD
Campus Name: CELINA J H
Campus Number: 043903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 668
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	76.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	37.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	65.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	29.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	69.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	70.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	55.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	56.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1149	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1162	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	567	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	581	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	581	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	23.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	23.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	23.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CELINA ISD
 Campus Name: CELINA J H
 Campus Number: 043903041

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 668
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	51.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	52.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	14.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	27.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	26.6%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	27.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	30.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	32.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	53.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	60.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	68.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	81.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: CELINA ISD
Campus Name: CELINA J H
Campus Number: 043903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 668
Grade Span: 06 - 08
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	668	100.0%	2,821	5,479,173	668	100.0%	2,831	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	1.7%	4.5%	0	0.0%	1.7%	4.5%
Kindergarten	0	0.0%	7.1%	7.0%	0	0.0%	7.1%	7.0%
Grade 1	0	0.0%	7.6%	7.1%	0	0.0%	7.6%	7.1%
Grade 2	0	0.0%	7.1%	7.1%	0	0.0%	7.1%	7.1%
Grade 3	0	0.0%	7.7%	7.1%	0	0.0%	7.7%	7.1%
Grade 4	0	0.0%	7.5%	7.3%	0	0.0%	7.5%	7.3%
Grade 5	0	0.0%	7.3%	7.6%	0	0.0%	7.3%	7.6%
Grade 6	206	30.8%	7.3%	7.7%	206	30.8%	7.3%	7.7%
Grade 7	217	32.5%	7.7%	7.7%	217	32.5%	7.7%	7.7%
Grade 8	245	36.7%	8.7%	7.5%	245	36.7%	8.7%	7.5%
Grade 9	0	0.0%	7.5%	8.2%	0	0.0%	7.5%	8.2%
Grade 10	0	0.0%	7.9%	7.4%	0	0.0%	7.9%	7.4%
Grade 11	0	0.0%	7.6%	6.9%	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	12	1.8%	3.4%	12.6%	12	1.8%	3.4%	12.6%
Hispanic	165	24.7%	24.0%	52.8%	165	24.7%	24.0%	52.8%
White	449	67.2%	66.3%	27.0%	449	67.2%	66.3%	27.0%
American Indian	5	0.7%	1.0%	0.4%	5	0.7%	1.0%	0.4%
Asian	7	1.0%	0.9%	4.6%	7	1.0%	0.9%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	30	4.5%	4.4%	2.5%	30	4.5%	4.4%	2.5%
Sex:								
Female	326	48.8%	48.5%	48.8%	326	48.8%	48.4%	48.8%
Male	342	51.2%	51.5%	51.2%	342	51.2%	51.6%	51.2%
Economically Disadvantaged	140	21.0%	21.4%	60.3%	140	21.0%	21.4%	60.2%
Non-Educationally Disadvantaged	528	79.0%	78.6%	39.7%	528	79.0%	78.6%	39.8%
Section 504 Students	108	16.2%	13.0%	6.9%	108	16.2%	13.0%	6.9%
English Learners (EL)	17	2.5%	6.5%	20.3%	17	2.5%	6.4%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.5%	1.5%				
Students w/ Dyslexia	41	6.1%	4.4%	4.1%	41	6.1%	4.4%	4.1%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Homeless	6	0.9%	0.6%	1.4%	6	0.9%	0.6%	1.4%
Immigrant	4	0.6%	0.7%	2.3%	4	0.6%	0.7%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	28.7%	65.1%	0	0.0%	29.0%	65.1%
Military Connected	13	1.9%	2.2%	1.9%	13	1.9%	2.2%	1.9%
At-Risk	151	22.6%	29.1%	50.6%	151	22.6%	29.0%	50.5%

District Name: CELINA ISD
Campus Name: CELINA J H
Campus Number: 043903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 668
Grade Span: 06 - 08
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	17	2.5%	6.5%	20.6%	17	2.5%	6.5%	20.6%
Career & Technical Education	74	11.1%	30.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	68.6%	50.8%	0	-	68.6%	50.8%
Gifted & Talented Education	54	8.1%	5.6%	8.1%	54	8.1%	5.5%	8.1%
Special Education	70	10.5%	10.1%	10.5%	70	10.5%	10.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	70							
By Type of Primary Disability								
Students with Intellectual Disabilities	39	55.7%	44.9%	42.4%				
Students with Physical Disabilities	10	14.3%	26.0%	21.4%				
Students with Autism	7	10.0%	**	13.8%				
Students with Behavioral Disabilities	14	20.0%	19.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	57	8.4%	8.6%	15.3%				
By Ethnicity:								
African American	1	0.1%						
Hispanic	25	3.7%						
White	27	4.0%						
American Indian	2	0.3%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	27	6.3%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.6%	1.6%	-	0.0%	5.5%
Grade 1	-	4.1%	2.9%	-	12.5%	4.9%
Grade 2	-	2.3%	1.6%	-	3.6%	2.0%
Grade 3	-	0.6%	0.9%	-	0.0%	0.8%
Grade 4	-	0.0%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	0.6%	0.6%	0.4%	4.2%	4.2%	0.5%
Grade 7	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.6%
Grade 9	-	1.0%	7.8%	-	0.0%	13.1%

District Name: CELINA ISD
 Campus Name: CELINA J H
 Campus Number: 043903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 668
 Grade Span: 06 - 08
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	18.6	19.0
Grade 1	-	20.3	18.9
Grade 2	-	18.0	18.8
Grade 3	-	19.4	19.0
Grade 4	-	19.5	19.2
Grade 5	-	20.8	20.9
Grade 6	20.4	20.4	20.4
Secondary:			
English/Language Arts	20.2	16.2	16.4
Foreign Languages	25.7	14.6	18.7
Mathematics	18.8	14.9	17.8
Science	20.8	19.5	18.8
Social Studies	22.8	19.2	19.3

District Name: CELINA ISD
Campus Name: CELINA J H
Campus Number: 043903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 668
Grade Span: 06 - 08
School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	61.8	100.0%	100.0%	100.0%
Professional Staff:	53.3	86.2%	61.9%	63.7%
Teachers	46.3	74.9%	49.6%	49.4%
Professional Support	4.0	6.5%	6.9%	10.2%
Campus Administration (School Leadership)	3.0	4.9%	3.2%	3.0%
Educational Aides:	8.5	13.8%	11.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	1.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	6.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	6.4	10.3%	20.7%	51.1%
Teachers by Ethnicity and Sex:				
African American	2.0	4.3%	1.6%	10.8%
Hispanic	0.9	1.9%	4.9%	28.1%
White	41.6	89.8%	91.3%	57.7%
American Indian	0.0	0.0%	1.1%	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	1.9	4.0%	1.1%	1.1%
Males	14.0	30.2%	20.7%	23.8%
Females	32.3	69.8%	79.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	35.1	75.7%	78.5%	73.4%
Masters	11.2	24.3%	21.0%	24.5%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.8	1.7%	2.7%	7.4%
1-5 Years Experience	8.8	18.9%	15.2%	27.9%
6-10 Years Experience	18.7	40.4%	31.4%	19.4%
11-20 Years Experience	14.0	30.2%	34.4%	29.4%
Over 20 Years Experience	4.1	8.8%	16.2%	15.9%
Number of Students per Teacher	14.4	n/a	15.3	15.1

District Name: CELINA ISD
 Campus Name: CELINA J H
 Campus Number: 043903041

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 668
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	5.6	6.2
Average Years Experience of Principals with District	4.0	5.2	5.3
Average Years Experience of Assistant Principals	7.5	6.7	5.3
Average Years Experience of Assistant Principals with District	7.5	6.7	4.7
Average Years Experience of Teachers:	11.6	12.7	11.1
Average Years Experience of Teachers with District:	5.7	6.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$48,802	\$46,820	\$49,868
1-5 Years Experience	\$49,931	\$49,571	\$52,823
6-10 Years Experience	\$53,749	\$53,244	\$55,756
11-20 Years Experience	\$57,223	\$57,034	\$59,308
Over 20 Years Experience	\$65,207	\$65,211	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$54,997	\$55,759	\$57,091
Professional Support	\$61,475	\$67,552	\$67,352
Campus Administration (School Leadership)	\$88,535	\$87,883	\$82,512
Instructional Staff Percent:	n/a	61.0%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CELINA ISD
 Campus Name: CELINA J H
 Campus Number: 043903041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 668
 Grade Span: 06 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	0.3%	5.5%	6.5%
Career & Technical Education	0.8	1.7%	4.7%	5.0%
Compensatory Education	0.9	2.0%	2.4%	2.8%
Gifted & Talented Education	0.1	0.2%	0.1%	1.9%
Regular Education	42.2	91.2%	82.1%	70.9%
Special Education	1.5	3.3%	2.3%	9.3%
Other	0.6	1.2%	2.9%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- '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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **CELINA ISD**

Campus Name: **CELINA EL**

Campus Number: **043903101**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: CELINA ISD
 Campus Name: CELINA EL
 Campus Number: 043903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 558
 Grade Span: 01 - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	88%	89%	*	82%	91%	-	-	-	*	86%	*	91%	83%	78%	73%
	2018	77%	92%	91%	*	78%	97%	*	*	-	*	73%	*	89%	94%	69%	76%
At Meets Grade Level or Above	2019	45%	60%	59%	*	57%	59%	-	-	-	*	29%	*	56%	71%	48%	67%
	2018	43%	58%	52%	*	34%	59%	*	*	-	*	27%	*	49%	58%	28%	33%
At Masters Grade Level	2019	27%	40%	41%	*	29%	44%	-	-	-	*	7%	*	40%	42%	26%	40%
	2018	25%	36%	28%	*	3%	42%	*	*	-	*	18%	*	25%	36%	10%	5%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	89%	92%	*	79%	97%	-	-	-	*	86%	*	92%	92%	81%	67%
	2018	78%	92%	91%	*	78%	97%	*	*	-	*	55%	*	90%	91%	72%	67%
At Meets Grade Level or Above	2019	49%	57%	64%	*	39%	75%	-	-	-	*	36%	*	65%	63%	41%	27%
	2018	47%	69%	62%	*	50%	72%	*	*	-	*	36%	*	64%	58%	38%	48%
At Masters Grade Level	2019	25%	28%	29%	*	14%	34%	-	-	-	*	14%	*	30%	25%	11%	7%
	2018	23%	33%	25%	*	16%	31%	*	*	-	*	9%	*	23%	30%	14%	14%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	88%	84%	*	70%	92%	*	*	-	*	43%	*	81%	89%	55%	65%
	2018	73%	90%	90%	*	72%	94%	*	*	-	100%	75%	*	92%	85%	72%	75%
At Meets Grade Level or Above	2019	44%	56%	50%	*	24%	64%	*	*	-	*	21%	*	49%	51%	28%	30%
	2018	46%	64%	60%	*	36%	65%	*	*	-	80%	44%	*	65%	51%	36%	50%
At Masters Grade Level	2019	22%	31%	22%	*	5%	33%	*	*	-	*	7%	*	24%	20%	17%	13%
	2018	24%	33%	31%	*	16%	35%	*	*	-	60%	25%	*	38%	21%	12%	25%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	82%	74%	*	62%	83%	*	*	-	*	29%	*	79%	66%	59%	57%
	2018	78%	91%	88%	*	64%	94%	*	*	-	100%	69%	*	92%	79%	72%	88%
At Meets Grade Level or Above	2019	48%	56%	51%	*	41%	60%	*	*	-	*	14%	*	54%	45%	31%	35%
	2018	49%	62%	57%	*	28%	65%	*	*	-	80%	44%	*	58%	56%	20%	50%
At Masters Grade Level	2019	28%	30%	27%	*	8%	40%	*	*	-	*	7%	*	29%	23%	3%	4%
	2018	27%	39%	33%	*	16%	38%	*	*	-	40%	19%	*	41%	21%	12%	38%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	76%	69%	*	51%	79%	*	*	-	*	21%	*	66%	73%	55%	52%
	2018	63%	79%	79%	*	64%	82%	*	*	-	100%	63%	*	82%	74%	68%	75%
At Meets Grade Level or Above	2019	35%	42%	35%	*	24%	45%	*	*	-	*	0%	*	31%	42%	24%	30%
	2018	39%	57%	54%	*	28%	58%	*	*	-	100%	31%	*	52%	59%	40%	25%
At Masters Grade Level	2019	11%	11%	10%	*	3%	14%	*	*	-	*	0%	*	9%	11%	0%	0%
	2018	11%	18%	19%	*	8%	22%	*	*	-	20%	13%	*	20%	18%	4%	13%

District Name: CELINA ISD
 Campus Name: CELINA EL
 Campus Number: 043903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 558
 Grade Span: 01 - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	96%	95%	*	85%	99%	*	*	-	100%	80%	100%	97%	88%	84%	70%
	2018	84%	98%	97%	*	94%	98%	-	-	-	*	88%	*	98%	94%	96%	89%
At Meets Grade Level or Above	2019	54%	78%	74%	*	63%	77%	*	*	-	100%	47%	80%	79%	62%	64%	40%
	2018	54%	77%	74%	*	58%	82%	-	-	-	*	38%	*	74%	76%	61%	50%
At Masters Grade Level	2019	29%	48%	45%	*	22%	52%	*	*	-	67%	20%	60%	44%	47%	20%	10%
	2018	26%	40%	33%	*	16%	42%	-	-	-	*	0%	*	37%	24%	17%	11%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	99%	98%	*	96%	99%	*	*	-	100%	87%	100%	100%	94%	96%	90%
	2018	91%	100%	100%	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
At Meets Grade Level or Above	2019	58%	74%	65%	*	44%	71%	*	*	-	83%	40%	80%	68%	59%	40%	60%
	2018	58%	79%	73%	*	61%	79%	-	-	-	*	63%	*	77%	67%	70%	61%
At Masters Grade Level	2019	36%	55%	40%	*	30%	41%	*	*	-	50%	33%	40%	44%	32%	28%	50%
	2018	30%	49%	43%	*	39%	47%	-	-	-	*	13%	*	46%	36%	30%	33%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	91%	87%	*	69%	93%	*	*	-	100%	67%	100%	87%	88%	76%	80%
	2018	76%	95%	96%	*	87%	100%	-	-	-	*	88%	*	94%	100%	83%	89%
At Meets Grade Level or Above	2019	49%	66%	59%	*	31%	65%	*	*	-	83%	27%	60%	56%	65%	40%	40%
	2018	41%	72%	63%	*	45%	73%	-	-	-	*	25%	*	65%	61%	43%	39%
At Masters Grade Level	2019	24%	36%	29%	*	12%	32%	*	*	-	67%	13%	40%	30%	26%	16%	10%
	2018	17%	44%	32%	*	16%	39%	-	-	-	*	25%	*	32%	30%	13%	11%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	89%	86%	62%	73%	92%	78%	100%	-	97%	63%	96%	87%	83%	72%	66%
	2018	77%	90%	91%	83%	81%	95%	100%	100%	-	100%	73%	96%	92%	89%	78%	83%
At Meets Grade Level or Above	2019	50%	65%	57%	38%	39%	65%	44%	83%	-	68%	27%	78%	58%	55%	39%	39%
	2018	48%	66%	62%	33%	44%	69%	57%	100%	-	83%	38%	62%	63%	60%	41%	45%
At Masters Grade Level	2019	24%	33%	30%	10%	14%	37%	11%	83%	-	47%	13%	48%	32%	27%	15%	14%
	2018	22%	32%	30%	0%	16%	37%	14%	100%	-	34%	16%	42%	32%	27%	14%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	89%	63%	78%	94%	*	*	-	100%	70%	88%	90%	87%	72%	69%
	2018	74%	89%	92%	80%	82%	96%	*	*	-	100%	77%	100%	93%	90%	78%	81%
At Meets Grade Level or Above	2019	48%	66%	61%	50%	46%	67%	*	*	-	75%	33%	75%	62%	59%	46%	44%
	2018	46%	64%	62%	40%	43%	69%	*	*	-	85%	37%	56%	62%	61%	40%	43%
At Masters Grade Level	2019	21%	32%	36%	13%	17%	44%	*	*	-	50%	12%	50%	36%	34%	21%	21%
	2018	19%	28%	31%	0%	11%	39%	*	*	-	38%	17%	44%	33%	27%	13%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	90%	88%	75%	77%	93%	*	*	-	92%	67%	100%	91%	81%	78%	67%
	2018	81%	93%	93%	80%	82%	97%	*	*	-	100%	71%	100%	94%	90%	81%	83%
At Meets Grade Level or Above	2019	52%	65%	60%	38%	41%	69%	*	*	-	67%	30%	88%	63%	54%	37%	38%

District Name: CELINA ISD
 Campus Name: CELINA EL
 Campus Number: 043903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 558
 Grade Span: 01 - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	68%	64%	20%	48%	72%	*	*	-	77%	46%	78%	66%	60%	42%	53%
	2019	26%	34%	32%	13%	16%	38%	*	*	-	42%	19%	50%	35%	26%	14%	15%
	2018	24%	35%	34%	0%	24%	38%	*	*	-	31%	14%	44%	36%	29%	18%	26%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	84%	69%	*	51%	79%	*	*	-	*	21%	*	66%	73%	55%	52%
	2018	66%	83%	79%	*	64%	82%	*	*	-	100%	63%	*	82%	74%	68%	75%
At Meets Grade Level or Above	2019	38%	56%	35%	*	24%	45%	*	*	-	*	0%	*	31%	42%	24%	30%
	2018	41%	58%	54%	*	28%	58%	*	*	-	100%	31%	*	52%	59%	40%	25%
At Masters Grade Level	2019	14%	25%	10%	*	3%	14%	*	*	-	*	0%	*	9%	11%	0%	0%
	2018	13%	17%	19%	*	8%	22%	*	*	-	20%	13%	*	20%	18%	4%	13%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	87%	*	69%	93%	*	*	-	100%	67%	100%	87%	88%	76%	80%
	2018	80%	92%	96%	*	87%	100%	-	-	-	*	88%	*	94%	100%	83%	89%
At Meets Grade Level or Above	2019	54%	69%	59%	*	31%	65%	*	*	-	83%	27%	60%	56%	65%	40%	40%
	2018	51%	70%	63%	*	45%	73%	-	-	-	*	25%	*	65%	61%	43%	39%
At Masters Grade Level	2019	25%	33%	29%	*	12%	32%	*	*	-	67%	13%	40%	30%	26%	16%	10%
	2018	23%	36%	32%	*	16%	39%	-	-	-	*	25%	*	32%	30%	13%	11%

District Name: CELINA ISD
 Campus Name: CELINA EL
 Campus Number: 043903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 558
 Grade Span: 01 - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
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

District Name: CELINA ISD
 Campus Name: CELINA EL
 Campus Number: 043903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 558
 Grade Span: 01 - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	57%	39%	*	29%	63%	-	-	-	-	29%	27%	14%
	2018	38%	54%	64%	-	45%	80%	-	-	-	*	*	50%	*
Mathematics	2019	45%	64%	48%	*	59%	29%	-	-	-	-	36%	53%	29%
	2018	47%	70%	75%	*	64%	88%	-	-	-	-	*	64%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	95%	93%	*	81%	97%	*	*	-	100%	79%	83%	*
Students Requiring Accelerated Instruction														
	2019	22%	5%	7%	*	19%	3%	*	*	-	0%	21%	17%	*
STAAR Cumulative Met Standard														
	2019	86%	96%	95%	*	85%	99%	*	*	-	100%	79%	83%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	*	*	-	*	*	-	-	-	-	*	*	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	98%	96%	*	88%	99%	*	*	-	100%	79%	92%	*
Students Requiring Accelerated Instruction														
	2019	17%	2%	4%	*	12%	1%	*	*	-	0%	21%	8%	*
STAAR Cumulative Met Standard														
	2019	90%	99%	98%	*	96%	99%	*	*	-	100%	86%	96%	*

District Name: CELINA ISD
 Campus Name: CELINA EL
 Campus Number: 043903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 558
 Grade Span: 01 - 05
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	89%	86%	62%	-	-	-	62%	65%	-	65%	-	63%	63%
	2018	77%	90%	91%	75%	-	-	-	75%	70%	60%	82%	-	72%	72%
At Meets Grade Level or Above	2019	50%	65%	57%	39%	-	-	-	39%	26%	-	26%	-	35%	35%
	2018	48%	66%	62%	50%	-	-	-	50%	16%	5%	29%	-	32%	32%
At Masters Grade Level	2019	24%	33%	30%	12%	-	-	-	12%	12%	-	12%	-	12%	12%
	2018	22%	32%	30%	13%	-	-	-	13%	8%	0%	18%	-	10%	10%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	89%	70%	-	-	-	70%	58%	-	58%	-	67%	67%
	2018	74%	89%	92%	75%	-	-	-	75%	71%	50%	100%	-	73%	73%
At Meets Grade Level or Above	2019	48%	66%	61%	48%	-	-	-	48%	25%	-	25%	-	41%	41%
	2018	46%	64%	62%	44%	-	-	-	44%	7%	0%	17%	-	27%	27%
At Masters Grade Level	2019	21%	32%	36%	26%	-	-	-	26%	8%	-	8%	-	21%	21%
	2018	19%	28%	31%	6%	-	-	-	6%	7%	0%	17%	-	7%	7%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	90%	88%	59%	-	-	-	59%	75%	-	75%	-	64%	64%
	2018	81%	93%	93%	75%	-	-	-	75%	71%	63%	83%	-	73%	73%
At Meets Grade Level or Above	2019	52%	65%	60%	33%	-	-	-	33%	33%	-	33%	-	33%	33%
	2018	50%	68%	64%	56%	-	-	-	56%	29%	13%	50%	-	43%	43%
At Masters Grade Level	2019	26%	34%	32%	4%	-	-	-	4%	25%	-	25%	-	10%	10%
	2018	24%	35%	34%	19%	-	-	-	19%	7%	0%	17%	-	13%	13%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	84%	69%	53%	-	-	-	53%	50%	-	50%	-	52%	52%
	2018	66%	83%	79%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	38%	56%	35%	33%	-	-	-	33%	17%	-	17%	-	29%	29%
	2018	41%	58%	54%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	14%	25%	10%	0%	-	-	-	0%	0%	-	0%	-	0%	0%
	2018	13%	17%	19%	-	-	-	-	-	*	*	-	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	87%	-	-	-	-	-	*	-	*	-	*	*
	2018	80%	92%	96%	-	-	-	-	-	67%	*	60%	-	67%	67%
At Meets Grade Level or Above	2019	54%	69%	59%	-	-	-	-	-	*	-	*	-	*	*
	2018	51%	70%	63%	-	-	-	-	-	17%	*	20%	-	17%	17%
At Masters Grade Level	2019	25%	33%	29%	-	-	-	-	-	*	-	*	-	*	*
	2018	23%	36%	32%	-	-	-	-	-	17%	*	20%	-	17%	17%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	73%	69%	46%	-	-	-	46%	60%	-	60%	-	52%	52%
	2018	69%	70%	68%	-	-	-	-	-	81%	69%	90%	-	81%	81%
All Grades ELA/Reading	2019	68%	74%	69%	46%	-	-	-	46%	60%	-	60%	-	52%	52%
	2018	69%	68%	68%	-	-	-	-	-	72%	*	90%	-	72%	72%
All Grades Mathematics	2019	70%	71%	69%	47%	-	-	-	47%	60%	-	60%	-	52%	52%
	2018	70%	73%	68%	-	-	-	-	-	89%	*	90%	-	89%	89%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	57%	39%	*	-	-	-	*	*	-	*	-	14%	14%
	2018	38%	54%	64%	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2019	45%	64%	48%	*	-	-	-	*	*	-	*	-	29%	29%
	2018	47%	70%	75%	-	-	-	-	-	*	*	*	-	*	*

District Name: CELINA ISD
 Campus Name: CELINA EL
 Campus Number: 043903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 564
 Grade Span: 01 - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	98%	100%	98%	99%	100%	100%	-	100%	97%	99%	97%
Not Included in Accountability													
Mobile	4%	3%	1%	0%	2%	1%	0%	0%	-	0%	3%	1%	2%
Other Exclusions	1%	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%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	99%	100%	100%
Included in Accountability	94%	96%	93%	67%	88%	96%	100%	100%	-	100%	88%	87%	83%
Not Included in Accountability													
Mobile	4%	3%	6%	33%	10%	4%	0%	0%	-	0%	11%	12%	12%
Other Exclusions	1%	0%	0%	0%	2%	0%	0%	0%	-	0%	0%	1%	5%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	1%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

District Name: CELINA ISD
Campus Name: CELINA EL
Campus Number: 043903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 558
Grade Span: 01 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.9%	96.3%	95.4%	96.4%	96.3%	96.1%	*	-	98.0%	96.1%	95.9%	96.9%
2017-18	95.4%	96.0%	96.3%	95.1%	96.9%	95.9%	96.6%	*	-	97.4%	96.2%	96.3%	97.3%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: CELINA ISD
 Campus Name: CELINA EL
 Campus Number: 043903101

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 558
 Grade Span: 01 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	99.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	91.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	98.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	98.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: CELINA ISD
 Campus Name: CELINA EL
 Campus Number: 043903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 558
 Grade Span: 01 - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	203	355,615
By Ethnicity:				
African American	-	-	2	43,953
Hispanic	-	-	54	180,673
White	-	-	138	105,577
American Indian	-	-	1	1,293
Asian	-	-	2	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	6	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	5	51,579
Foundation H.S. Program (Endorsement)	-	-	15	15,160
Foundation H.S. Program (DLA)	-	-	182	285,538
Special Education Graduates	-	-	13	27,598
Economically Disadvantaged Graduates	-	-	36	186,364
LEP Graduates	-	-	4	25,189
At-Risk Graduates	-	-	63	146,432

District Name: CELINA ISD
 Campus Name: CELINA EL
 Campus Number: 043903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 558
 Grade Span: 01 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	73.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	71.2%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	57.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	57.1%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	59.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	59.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	51.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	53.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	49.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	33.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	22.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	27.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	31.9%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: CELINA ISD
 Campus Name: CELINA EL
 Campus Number: 043903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 558
 Grade Span: 01 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	60.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: CELINA ISD
 Campus Name: CELINA EL
 Campus Number: 043903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 558
 Grade Span: 01 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	32.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	31.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	28.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	27.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	22.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	47.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	68.1%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	16.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	8.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	14.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	9.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	4.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	39.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	63.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	41.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	58.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	23.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CELINA ISD
 Campus Name: CELINA EL
 Campus Number: 043903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 558
 Grade Span: 01 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	76.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	37.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	65.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	29.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	69.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	70.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	55.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	56.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1149	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1162	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	567	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	581	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	581	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	23.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	23.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	23.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CELINA ISD
 Campus Name: CELINA EL
 Campus Number: 043903101

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 558
 Grade Span: 01 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	51.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	52.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	14.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	27.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	26.6%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	27.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	30.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	32.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	53.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	60.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	68.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	81.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: CELINA ISD
Campus Name: CELINA EL
Campus Number: 043903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 558
Grade Span: 01 - 05
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	558	100.0%	2,821	5,479,173	559	100.0%	2,831	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	1.7%	4.5%	0	0.0%	1.7%	4.5%
Kindergarten	0	0.0%	7.1%	7.0%	0	0.0%	7.1%	7.0%
Grade 1	106	19.0%	7.6%	7.1%	106	19.0%	7.6%	7.1%
Grade 2	117	21.0%	7.1%	7.1%	117	20.9%	7.1%	7.1%
Grade 3	107	19.2%	7.7%	7.1%	107	19.1%	7.7%	7.1%
Grade 4	105	18.8%	7.5%	7.3%	106	19.0%	7.5%	7.3%
Grade 5	123	22.0%	7.3%	7.6%	123	22.0%	7.3%	7.6%
Grade 6	0	0.0%	7.3%	7.7%	0	0.0%	7.3%	7.7%
Grade 7	0	0.0%	7.7%	7.7%	0	0.0%	7.7%	7.7%
Grade 8	0	0.0%	8.7%	7.5%	0	0.0%	8.7%	7.5%
Grade 9	0	0.0%	7.5%	8.2%	0	0.0%	7.5%	8.2%
Grade 10	0	0.0%	7.9%	7.4%	0	0.0%	7.9%	7.4%
Grade 11	0	0.0%	7.6%	6.9%	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	12	2.2%	3.4%	12.6%	12	2.1%	3.4%	12.6%
Hispanic	154	27.6%	24.0%	52.8%	155	27.7%	24.0%	52.8%
White	367	65.8%	66.3%	27.0%	367	65.7%	66.3%	27.0%
American Indian	7	1.3%	1.0%	0.4%	7	1.3%	1.0%	0.4%
Asian	2	0.4%	0.9%	4.6%	2	0.4%	0.9%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	16	2.9%	4.4%	2.5%	16	2.9%	4.4%	2.5%
Sex:								
Female	273	48.9%	48.5%	48.8%	273	48.8%	48.4%	48.8%
Male	285	51.1%	51.5%	51.2%	286	51.2%	51.6%	51.2%
Economically Disadvantaged	145	26.0%	21.4%	60.3%	145	25.9%	21.4%	60.2%
Non-Educationally Disadvantaged	413	74.0%	78.6%	39.7%	414	74.1%	78.6%	39.8%
Section 504 Students	57	10.2%	13.0%	6.9%	57	10.2%	13.0%	6.9%
English Learners (EL)	93	16.7%	6.5%	20.3%	93	16.6%	6.4%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.5%	1.5%				
Students w/ Dyslexia	19	3.4%	4.4%	4.1%	19	3.4%	4.4%	4.1%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Homeless	3	0.5%	0.6%	1.4%	3	0.5%	0.6%	1.4%
Immigrant	6	1.1%	0.7%	2.3%	6	1.1%	0.7%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	558	100.0%	28.7%	65.1%	559	100.0%	29.0%	65.1%
Military Connected	4	0.7%	2.2%	1.9%	4	0.7%	2.2%	1.9%
At-Risk	209	37.5%	29.1%	50.6%	209	37.4%	29.0%	50.5%

District Name: CELINA ISD
Campus Name: CELINA EL
Campus Number: 043903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 558
Grade Span: 01 - 05
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	93	16.7%	6.5%	20.6%	93	16.6%	6.5%	20.6%
Career & Technical Education	0	0.0%	30.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	68.6%	50.8%	0	-	68.6%	50.8%
Gifted & Talented Education	28	5.0%	5.6%	8.1%	28	5.0%	5.5%	8.1%
Special Education	72	12.9%	10.1%	10.5%	73	13.1%	10.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	72							
By Type of Primary Disability								
Students with Intellectual Disabilities	24	33.3%	44.9%	42.4%				
Students with Physical Disabilities	32	44.4%	26.0%	21.4%				
Students with Autism	*	*	**	13.8%				
Students with Behavioral Disabilities	**	**	19.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	38	6.6%	8.6%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	8	1.4%						
White	25	4.3%						
American Indian	0	0.0%						
Asian	3	0.5%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	51	11.4%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.6%	1.6%	-	0.0%	5.5%
Grade 1	4.1%	4.1%	2.9%	18.8%	12.5%	4.9%
Grade 2	4.3%	2.3%	1.6%	0.0%	3.6%	2.0%
Grade 3	1.1%	0.6%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.6%	0.4%	-	4.2%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	1.0%	7.8%	-	0.0%	13.1%

District Name: CELINA ISD
 Campus Name: CELINA EL
 Campus Number: 043903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 558
 Grade Span: 01 - 05
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	18.6	19.0
Grade 1	18.8	20.3	18.9
Grade 2	19.6	18.0	18.8
Grade 3	16.9	19.4	19.0
Grade 4	18.1	19.5	19.2
Grade 5	20.9	20.8	20.9
Grade 6	-	20.4	20.4
Secondary:			
English/Language Arts	-	16.2	16.4
Foreign Languages	-	14.6	18.7
Mathematics	-	14.9	17.8
Science	-	19.5	18.8
Social Studies	-	19.2	19.3

District Name: CELINA ISD
 Campus Name: CELINA EL
 Campus Number: 043903101

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 558
 Grade Span: 01 - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	53.7	100.0%	100.0%	100.0%
Professional Staff:	42.8	79.7%	61.9%	63.7%
Teachers	38.8	72.2%	49.6%	49.4%
Professional Support	2.0	3.7%	6.9%	10.2%
Campus Administration (School Leadership)	2.0	3.7%	3.2%	3.0%
Educational Aides:	10.9	20.3%	11.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	1.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	6.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	8.0	14.9%	20.7%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.6%	10.8%
Hispanic	5.0	12.9%	4.9%	28.1%
White	33.8	87.1%	91.3%	57.7%
American Indian	0.0	0.0%	1.1%	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%	1.1%	1.1%
Males	3.0	7.7%	20.7%	23.8%
Females	35.8	92.3%	79.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	33.1	85.2%	78.5%	73.4%
Masters	5.7	14.8%	21.0%	24.5%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.2%	2.7%	7.4%
1-5 Years Experience	6.0	15.5%	15.2%	27.9%
6-10 Years Experience	10.7	27.6%	31.4%	19.4%
11-20 Years Experience	13.7	35.4%	34.4%	29.4%
Over 20 Years Experience	6.3	16.3%	16.2%	15.9%
Number of Students per Teacher	14.4	n/a	15.3	15.1

District Name: CELINA ISD
 Campus Name: CELINA EL
 Campus Number: 043903101

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 558
 Grade Span: 01 - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	5.6	6.2
Average Years Experience of Principals with District	9.0	5.2	5.3
Average Years Experience of Assistant Principals	5.0	6.7	5.3
Average Years Experience of Assistant Principals with District	5.0	6.7	4.7
Average Years Experience of Teachers:	12.3	12.7	11.1
Average Years Experience of Teachers with District:	6.6	6.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$46,325	\$46,820	\$49,868
1-5 Years Experience	\$49,924	\$49,571	\$52,823
6-10 Years Experience	\$52,647	\$53,244	\$55,756
11-20 Years Experience	\$56,483	\$57,034	\$59,308
Over 20 Years Experience	\$63,118	\$65,211	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$54,968	\$55,759	\$57,091
Professional Support	\$62,371	\$67,552	\$67,352
Campus Administration (School Leadership)	\$85,109	\$87,883	\$82,512
Instructional Staff Percent:	n/a	61.0%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CELINA ISD
 Campus Name: CELINA EL
 Campus Number: 043903101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 558
 Grade Span: 01 - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	6.6	17.0%	5.5%	6.5%
Career & Technical Education	0.0	0.0%	4.7%	5.0%
Compensatory Education	1.0	2.6%	2.4%	2.8%
Gifted & Talented Education	0.0	0.0%	0.1%	1.9%
Regular Education	30.2	77.9%	82.1%	70.9%
Special Education	1.0	2.6%	2.3%	9.3%
Other	0.0	0.0%	2.9%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- '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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **CELINA ISD**

Campus Name: **CELINA PRI**

Campus Number: **043903103**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: CELINA ISD
Campus Name: CELINA PRI
Campus Number: 043903103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 252
Grade Span: EE - KG
School Type: Elementary

There is no data for this campus.

District Name: CELINA ISD
Campus Name: CELINA PRI
Campus Number: 043903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 252
Grade Span: EE - KG
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

There is no data for this campus.

District Name: CELINA ISD
Campus Name: CELINA PRI
Campus Number: 043903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 252
Grade Span: EE - KG
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

There is no data for this campus.

District Name: CELINA ISD
Campus Name: CELINA PRI
Campus Number: 043903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language
Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

Total Students: 252
Grade Span: EE - KG
(Current EL Students)

There is no data for this campus.

District Name: CELINA ISD
 Campus Name: CELINA PRI
 Campus Number: 043903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 237
 Grade Span: EE - KG
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	96%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	3%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	96%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	3%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-

District Name: CELINA ISD
Campus Name: CELINA PRI
Campus Number: 043903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 252
Grade Span: EE - KG
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	95.4%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: CELINA ISD
Campus Name: CELINA PRI
Campus Number: 043903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 252
Grade Span: EE - KG
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	99.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	91.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	98.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	98.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: CELINA ISD
 Campus Name: CELINA PRI
 Campus Number: 043903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 252
 Grade Span: EE - KG
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	203	355,615
By Ethnicity:				
African American	-	-	2	43,953
Hispanic	-	-	54	180,673
White	-	-	138	105,577
American Indian	-	-	1	1,293
Asian	-	-	2	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	6	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	5	51,579
Foundation H.S. Program (Endorsement)	-	-	15	15,160
Foundation H.S. Program (DLA)	-	-	182	285,538
Special Education Graduates	-	-	13	27,598
Economically Disadvantaged Graduates	-	-	36	186,364
LEP Graduates	-	-	4	25,189
At-Risk Graduates	-	-	63	146,432

District Name: CELINA ISD
 Campus Name: CELINA PRI
 Campus Number: 043903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 252
 Grade Span: EE - KG
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	73.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	71.2%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	57.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	57.1%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	59.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	59.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	51.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	53.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	49.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	33.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	22.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	27.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	31.9%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: CELINA ISD
 Campus Name: CELINA PRI
 Campus Number: 043903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 252
 Grade Span: EE - KG
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	60.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: CELINA ISD
 Campus Name: CELINA PRI
 Campus Number: 043903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 252
 Grade Span: EE - KG
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	32.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	31.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	28.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	27.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	22.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	47.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	68.1%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	16.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	8.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	14.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	9.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	4.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	39.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	63.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	41.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	58.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	23.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CELINA ISD
 Campus Name: CELINA PRI
 Campus Number: 043903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 252
 Grade Span: EE - KG
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	76.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	37.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	65.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	29.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	69.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	70.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	55.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	56.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1149	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1162	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	567	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	581	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	581	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	23.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	23.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	23.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CELINA ISD
 Campus Name: CELINA PRI
 Campus Number: 043903103

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 252
 Grade Span: EE - KG
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	51.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	52.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	14.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	27.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	26.6%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	27.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	30.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	32.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	53.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	60.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	68.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	81.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: CELINA ISD
Campus Name: CELINA PRI
Campus Number: 043903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 252
Grade Span: EE - KG
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	252	100.0%	2,821	5,479,173	261	100.0%	2,831	5,493,940
Students by Grade:								
Early Childhood Education	4	1.6%	0.1%	0.3%	13	5.0%	0.5%	0.5%
Pre-Kindergarten	47	18.7%	1.7%	4.5%	47	18.0%	1.7%	4.5%
Kindergarten	201	79.8%	7.1%	7.0%	201	77.0%	7.1%	7.0%
Grade 1	0	0.0%	7.6%	7.1%	0	0.0%	7.6%	7.1%
Grade 2	0	0.0%	7.1%	7.1%	0	0.0%	7.1%	7.1%
Grade 3	0	0.0%	7.7%	7.1%	0	0.0%	7.7%	7.1%
Grade 4	0	0.0%	7.5%	7.3%	0	0.0%	7.5%	7.3%
Grade 5	0	0.0%	7.3%	7.6%	0	0.0%	7.3%	7.6%
Grade 6	0	0.0%	7.3%	7.7%	0	0.0%	7.3%	7.7%
Grade 7	0	0.0%	7.7%	7.7%	0	0.0%	7.7%	7.7%
Grade 8	0	0.0%	8.7%	7.5%	0	0.0%	8.7%	7.5%
Grade 9	0	0.0%	7.5%	8.2%	0	0.0%	7.5%	8.2%
Grade 10	0	0.0%	7.9%	7.4%	0	0.0%	7.9%	7.4%
Grade 11	0	0.0%	7.6%	6.9%	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	8	3.2%	3.4%	12.6%	8	3.1%	3.4%	12.6%
Hispanic	86	34.1%	24.0%	52.8%	87	33.3%	24.0%	52.8%
White	145	57.5%	66.3%	27.0%	152	58.2%	66.3%	27.0%
American Indian	1	0.4%	1.0%	0.4%	1	0.4%	1.0%	0.4%
Asian	1	0.4%	0.9%	4.6%	1	0.4%	0.9%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	11	4.4%	4.4%	2.5%	12	4.6%	4.4%	2.5%
Sex:								
Female	122	48.4%	48.5%	48.8%	123	47.1%	48.4%	48.8%
Male	130	51.6%	51.5%	51.2%	138	52.9%	51.6%	51.2%
Economically Disadvantaged	80	31.7%	21.4%	60.3%	81	31.0%	21.4%	60.2%
Non-Educationally Disadvantaged	172	68.3%	78.6%	39.7%	180	69.0%	78.6%	39.8%
Section 504 Students	3	1.2%	13.0%	6.9%	3	1.1%	13.0%	6.9%
English Learners (EL)	36	14.3%	6.5%	20.3%	36	13.8%	6.4%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.5%	1.5%				
Students w/ Dyslexia	0	0.0%	4.4%	4.1%	0	0.0%	4.4%	4.1%
Foster Care	1	0.4%	0.0%	0.3%	1	0.4%	0.0%	0.3%
Homeless	1	0.4%	0.6%	1.4%	1	0.4%	0.6%	1.4%
Immigrant	4	1.6%	0.7%	2.3%	4	1.5%	0.7%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	252	100.0%	28.7%	65.1%	261	100.0%	29.0%	65.1%
Military Connected	10	4.0%	2.2%	1.9%	10	3.8%	2.2%	1.9%
At-Risk	73	29.0%	29.1%	50.6%	73	28.0%	29.0%	50.5%

District Name: CELINA ISD
Campus Name: CELINA PRI
Campus Number: 043903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 252
Grade Span: EE - KG
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	37	14.7%	6.5%	20.6%	37	14.2%	6.5%	20.6%
Career & Technical Education	0	0.0%	30.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	68.6%	50.8%	0	-	68.6%	50.8%
Gifted & Talented Education	0	0.0%	5.6%	8.1%	0	0.0%	5.5%	8.1%
Special Education	17	6.7%	10.1%	10.5%	26	10.0%	10.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	17							
By Type of Primary Disability								
Students with Intellectual Disabilities	0	0.0%	44.9%	42.4%				
Students with Physical Disabilities	9	52.9%	26.0%	21.4%				
Students with Autism	*	*	**	13.8%				
Students with Behavioral Disabilities	*	*	19.3%	20.8%				
Students with Non-Categorical Early Childhood	*	*	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	0	0.0%	8.6%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	0	0.0%						
White	0	0.0%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	13	26.0%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.6%	0.6%	1.6%	0.0%	0.0%	5.5%
Grade 1	-	4.1%	2.9%	-	12.5%	4.9%
Grade 2	-	2.3%	1.6%	-	3.6%	2.0%
Grade 3	-	0.6%	0.9%	-	0.0%	0.8%
Grade 4	-	0.0%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	-	0.6%	0.4%	-	4.2%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	1.0%	7.8%	-	0.0%	13.1%

District Name: CELINA ISD
 Campus Name: CELINA PRI
 Campus Number: 043903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 252
 Grade Span: EE - KG
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.6	18.6	19.0
Grade 1	-	20.3	18.9
Grade 2	-	18.0	18.8
Grade 3	-	19.4	19.0
Grade 4	-	19.5	19.2
Grade 5	-	20.8	20.9
Grade 6	-	20.4	20.4
Secondary:			
English/Language Arts	-	16.2	16.4
Foreign Languages	-	14.6	18.7
Mathematics	-	14.9	17.8
Science	-	19.5	18.8
Social Studies	-	19.2	19.3

District Name: CELINA ISD
Campus Name: CELINA PRI
Campus Number: 043903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 252
Grade Span: EE - KG
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	25.7	100.0%	100.0%	100.0%
Professional Staff:	18.7	72.7%	61.9%	63.7%
Teachers	16.7	65.0%	49.6%	49.4%
Professional Support	1.0	3.9%	6.9%	10.2%
Campus Administration (School Leadership)	1.0	3.9%	3.2%	3.0%
Educational Aides:	7.0	27.3%	11.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	1.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	6.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	5.0	19.5%	20.7%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.6%	10.8%
Hispanic	2.0	12.0%	4.9%	28.1%
White	14.7	88.0%	91.3%	57.7%
American Indian	0.0	0.0%	1.1%	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%	1.1%	1.1%
Males	0.0	0.0%	20.7%	23.8%
Females	16.7	100.0%	79.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	12.7	76.0%	78.5%	73.4%
Masters	4.0	24.0%	21.0%	24.5%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	6.0%	2.7%	7.4%
1-5 Years Experience	2.7	16.1%	15.2%	27.9%
6-10 Years Experience	5.0	30.0%	31.4%	19.4%
11-20 Years Experience	5.0	30.0%	34.4%	29.4%
Over 20 Years Experience	3.0	18.0%	16.2%	15.9%
Number of Students per Teacher	15.1	n/a	15.3	15.1

District Name: CELINA ISD
 Campus Name: CELINA PRI
 Campus Number: 043903103

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 252
 Grade Span: EE - KG
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	5.6	6.2
Average Years Experience of Principals with District	3.0	5.2	5.3
Average Years Experience of Assistant Principals	0.0	6.7	5.3
Average Years Experience of Assistant Principals with District	0.0	6.7	4.7
Average Years Experience of Teachers:	10.9	12.7	11.1
Average Years Experience of Teachers with District:	2.2	6.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$46,325	\$46,820	\$49,868
1-5 Years Experience	\$48,709	\$49,571	\$52,823
6-10 Years Experience	\$51,721	\$53,244	\$55,756
11-20 Years Experience	\$56,999	\$57,034	\$59,308
Over 20 Years Experience	\$62,900	\$65,211	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$54,507	\$55,759	\$57,091
Professional Support	\$74,561	\$67,552	\$67,352
Campus Administration (School Leadership)	\$85,337	\$87,883	\$82,512
Instructional Staff Percent:	n/a	61.0%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CELINA ISD
 Campus Name: CELINA PRI
 Campus Number: 043903103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 252
 Grade Span: EE - KG
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	12.0%	5.5%	6.5%
Career & Technical Education	0.0	0.0%	4.7%	5.0%
Compensatory Education	2.0	12.0%	2.4%	2.8%
Gifted & Talented Education	0.0	0.0%	0.1%	1.9%
Regular Education	12.3	73.5%	82.1%	70.9%
Special Education	0.4	2.5%	2.3%	9.3%
Other	0.0	0.0%	2.9%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- '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 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **CELINA ISD**

Campus Name: **O'DELL EL**

Campus Number: **043903104**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: CELINA ISD
 Campus Name: O'DELL EL
 Campus Number: 043903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 493
 Grade Span: 01 - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	88%	88%	*	63%	93%	*	*	-	*	68%	*	86%	92%	70%	*
	2018	77%	92%	95%	100%	75%	98%	-	-	-	*	*	*	96%	93%	*	*
At Meets Grade Level or Above	2019	45%	60%	60%	*	31%	68%	*	*	-	*	42%	*	61%	58%	40%	*
	2018	43%	58%	69%	60%	63%	70%	-	-	-	*	*	*	66%	79%	*	*
At Masters Grade Level	2019	27%	40%	40%	*	25%	43%	*	*	-	*	21%	*	39%	42%	20%	*
	2018	25%	36%	49%	0%	38%	57%	-	-	-	*	*	*	47%	57%	*	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	89%	86%	*	63%	91%	*	*	-	*	68%	*	89%	75%	80%	*
	2018	78%	92%	95%	100%	88%	96%	-	-	-	*	*	*	98%	86%	*	*
At Meets Grade Level or Above	2019	49%	57%	49%	*	19%	55%	*	*	-	*	26%	*	50%	46%	40%	*
	2018	47%	69%	80%	80%	75%	80%	-	-	-	*	*	*	79%	86%	*	*
At Masters Grade Level	2019	25%	28%	28%	*	6%	32%	*	*	-	*	11%	*	30%	21%	10%	*
	2018	23%	33%	46%	40%	38%	48%	-	-	-	*	*	*	40%	64%	*	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	88%	93%	100%	67%	95%	-	*	-	*	86%	*	96%	90%	75%	*
	2018	73%	90%	91%	*	83%	94%	*	*	-	*	67%	*	94%	84%	88%	100%
At Meets Grade Level or Above	2019	44%	56%	66%	50%	50%	68%	-	*	-	*	29%	*	72%	57%	63%	*
	2018	46%	64%	71%	*	44%	81%	*	*	-	*	33%	*	75%	64%	65%	57%
At Masters Grade Level	2019	22%	31%	43%	17%	17%	50%	-	*	-	*	14%	*	43%	43%	0%	*
	2018	24%	33%	35%	*	28%	38%	*	*	-	*	22%	*	40%	24%	24%	43%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	82%	93%	83%	83%	95%	-	*	-	*	100%	*	96%	90%	88%	*
	2018	78%	91%	95%	*	94%	96%	*	*	-	*	67%	*	96%	92%	100%	100%
At Meets Grade Level or Above	2019	48%	56%	63%	50%	33%	65%	-	*	-	*	29%	*	63%	63%	38%	*
	2018	49%	62%	69%	*	61%	73%	*	*	-	*	44%	*	69%	68%	59%	57%
At Masters Grade Level	2019	28%	30%	34%	33%	33%	37%	-	*	-	*	29%	*	37%	30%	13%	*
	2018	27%	39%	48%	*	28%	58%	*	*	-	*	22%	*	52%	40%	41%	29%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	76%	87%	100%	67%	87%	-	*	-	*	71%	*	93%	77%	88%	*
	2018	63%	79%	81%	*	72%	85%	*	*	-	*	44%	*	83%	76%	76%	100%
At Meets Grade Level or Above	2019	35%	42%	51%	17%	33%	57%	-	*	-	*	43%	*	52%	50%	38%	*
	2018	39%	57%	62%	*	50%	65%	*	*	-	*	22%	*	63%	60%	59%	71%
At Masters Grade Level	2019	11%	11%	13%	0%	0%	17%	-	*	-	*	14%	*	15%	10%	0%	*
	2018	11%	18%	17%	*	11%	19%	*	*	-	*	22%	*	15%	20%	12%	29%

District Name: CELINA ISD
 Campus Name: O'DELL EL
 Campus Number: 043903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 493
 Grade Span: 01 - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	96%	99%	*	93%	100%	*	*	-	*	89%	*	98%	100%	94%	100%
	2018	84%	98%	100%	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%
At Meets Grade Level or Above	2019	54%	78%	84%	*	53%	91%	*	*	-	*	56%	*	87%	80%	75%	67%
	2018	54%	77%	81%	*	58%	83%	*	*	-	*	56%	67%	78%	85%	54%	43%
At Masters Grade Level	2019	29%	48%	53%	*	27%	58%	*	*	-	*	0%	*	54%	52%	44%	33%
	2018	26%	40%	51%	*	25%	51%	*	*	-	*	56%	17%	51%	52%	23%	14%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	99%	100%	*	100%	100%	*	*	-	*	100%	*	100%	100%	100%	100%
	2018	91%	100%	100%	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%
At Meets Grade Level or Above	2019	58%	74%	88%	*	73%	93%	*	*	-	*	67%	*	90%	84%	75%	67%
	2018	58%	79%	89%	*	67%	92%	*	*	-	*	56%	100%	87%	93%	62%	43%
At Masters Grade Level	2019	36%	55%	77%	*	67%	78%	*	*	-	*	67%	*	81%	68%	63%	67%
	2018	30%	49%	61%	*	42%	66%	*	*	-	*	22%	100%	53%	74%	38%	29%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	91%	96%	*	93%	98%	*	*	-	*	67%	*	94%	100%	94%	100%
	2018	76%	95%	96%	*	83%	98%	*	*	-	*	67%	100%	93%	100%	79%	75%
At Meets Grade Level or Above	2019	49%	66%	78%	*	53%	85%	*	*	-	*	33%	*	81%	72%	69%	50%
	2018	41%	72%	85%	*	50%	92%	*	*	-	*	56%	100%	82%	89%	57%	38%
At Masters Grade Level	2019	24%	36%	47%	*	13%	53%	*	*	-	*	11%	*	46%	48%	31%	17%
	2018	17%	44%	61%	*	25%	66%	*	*	-	*	56%	40%	59%	64%	36%	25%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	89%	92%	97%	80%	95%	80%	91%	-	100%	78%	100%	94%	90%	88%	80%
	2018	77%	90%	94%	96%	87%	96%	100%	50%	-	100%	75%	100%	95%	92%	90%	94%
At Meets Grade Level or Above	2019	50%	65%	67%	48%	44%	72%	60%	82%	-	81%	40%	84%	69%	63%	59%	40%
	2018	48%	66%	76%	72%	57%	80%	89%	50%	-	100%	43%	88%	74%	78%	60%	51%
At Masters Grade Level	2019	24%	33%	42%	31%	25%	45%	60%	55%	-	38%	20%	32%	43%	38%	28%	27%
	2018	22%	32%	46%	24%	27%	50%	56%	50%	-	75%	32%	50%	44%	49%	28%	27%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	89%	93%	100%	76%	96%	*	*	-	100%	77%	100%	93%	94%	82%	73%
	2018	74%	89%	95%	100%	87%	97%	*	*	-	100%	86%	100%	97%	92%	91%	94%
At Meets Grade Level or Above	2019	48%	66%	70%	60%	43%	75%	*	*	-	83%	43%	71%	72%	65%	62%	45%
	2018	46%	64%	74%	70%	53%	78%	*	*	-	100%	43%	67%	73%	76%	59%	47%
At Masters Grade Level	2019	21%	32%	45%	30%	24%	50%	*	*	-	50%	14%	43%	45%	46%	26%	27%
	2018	19%	28%	45%	20%	29%	48%	*	*	-	83%	33%	33%	46%	42%	24%	29%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	90%	93%	90%	81%	95%	*	*	-	100%	83%	100%	95%	89%	91%	82%
	2018	81%	93%	97%	100%	95%	97%	*	*	-	100%	81%	100%	98%	94%	100%	100%
At Meets Grade Level or Above	2019	52%	65%	66%	50%	43%	70%	*	*	-	100%	37%	86%	66%	65%	56%	36%

District Name: CELINA ISD
 Campus Name: O'DELL EL
 Campus Number: 043903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 493
 Grade Span: 01 - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	68%	79%	80%	66%	82%	*	*	-	100%	48%	100%	78%	82%	62%	53%
	2019	26%	34%	45%	40%	35%	47%	*	*	-	33%	29%	43%	48%	39%	35%	36%
	2018	24%	35%	52%	30%	34%	58%	*	*	-	67%	24%	78%	49%	59%	38%	24%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	84%	87%	100%	67%	87%	-	*	-	*	71%	*	93%	77%	88%	*
	2018	66%	83%	81%	*	72%	85%	*	*	-	*	44%	*	83%	76%	76%	100%
At Meets Grade Level or Above	2019	38%	56%	51%	17%	33%	57%	-	*	-	*	43%	*	52%	50%	38%	*
	2018	41%	58%	62%	*	50%	65%	*	*	-	*	22%	*	63%	60%	59%	71%
At Masters Grade Level	2019	14%	25%	13%	0%	0%	17%	-	*	-	*	14%	*	15%	10%	0%	*
	2018	13%	17%	17%	*	11%	19%	*	*	-	*	22%	*	15%	20%	12%	29%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	93%	96%	*	93%	98%	*	*	-	*	67%	*	94%	100%	94%	100%
	2018	80%	92%	96%	*	83%	98%	*	*	-	*	67%	100%	93%	100%	79%	75%
At Meets Grade Level or Above	2019	54%	69%	78%	*	53%	85%	*	*	-	*	33%	*	81%	72%	69%	50%
	2018	51%	70%	85%	*	50%	92%	*	*	-	*	56%	100%	82%	89%	57%	38%
At Masters Grade Level	2019	25%	33%	47%	*	13%	53%	*	*	-	*	11%	*	46%	48%	31%	17%
	2018	23%	36%	61%	*	25%	66%	*	*	-	*	56%	40%	59%	64%	36%	25%

District Name: CELINA ISD
 Campus Name: O'DELL EL
 Campus Number: 043903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 493
 Grade Span: 01 - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
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

District Name: CELINA ISD
 Campus Name: O'DELL EL
 Campus Number: 043903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 493
 Grade Span: 01 - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	57%	71%	-	40%	88%	-	*	-	-	67%	*	*
	2018	38%	54%	73%	-	*	75%	-	-	-	-	*	*	*
Mathematics	2019	45%	64%	67%	-	*	71%	-	*	-	-	100%	*	-
	2018	47%	70%	79%	*	83%	71%	-	-	-	-	*	100%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	95%	99%	*	93%	100%	*	*	-	*	86%	94%	*
Students Requiring Accelerated Instruction														
	2019	22%	5%	1%	*	7%	0%	*	*	-	*	14%	6%	*
STAAR Cumulative Met Standard														
	2019	86%	96%	99%	*	93%	100%	*	*	-	*	86%	94%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	98%	100%	*	100%	100%	*	*	-	*	100%	100%	*
STAAR Cumulative Met Standard														
	2019	90%	99%	100%	*	100%	100%	*	*	-	*	100%	100%	*

District Name: CELINA ISD
 Campus Name: O'DELL EL
 Campus Number: 043903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 493
 Grade Span: 01 - 05
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	89%	92%	-	-	-	-	-	63%	-	63%	-	63%	63%
	2018	77%	90%	94%	-	-	-	-	-	91%	-	91%	-	91%	91%
At Meets Grade Level or Above	2019	50%	65%	67%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	48%	66%	76%	-	-	-	-	-	32%	-	32%	-	32%	32%
At Masters Grade Level	2019	24%	33%	42%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	22%	32%	46%	-	-	-	-	-	9%	-	9%	-	9%	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	89%	93%	-	-	-	-	-	50%	-	50%	-	50%	50%
	2018	74%	89%	95%	-	-	-	-	-	88%	-	88%	-	88%	88%
At Meets Grade Level or Above	2019	48%	66%	70%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	46%	64%	74%	-	-	-	-	-	25%	-	25%	-	25%	25%
At Masters Grade Level	2019	21%	32%	45%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	19%	28%	45%	-	-	-	-	-	13%	-	13%	-	13%	13%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	90%	93%	-	-	-	-	-	67%	-	67%	-	67%	67%
	2018	81%	93%	97%	-	-	-	-	-	100%	-	100%	-	100%	100%
At Meets Grade Level or Above	2019	52%	65%	66%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	50%	68%	79%	-	-	-	-	-	50%	-	50%	-	50%	50%
At Masters Grade Level	2019	26%	34%	45%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	24%	35%	52%	-	-	-	-	-	13%	-	13%	-	13%	13%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	84%	87%	-	-	-	-	-	*	-	*	-	*	*
	2018	66%	83%	81%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	38%	56%	51%	-	-	-	-	-	*	-	*	-	*	*
	2018	41%	58%	62%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	14%	25%	13%	-	-	-	-	-	*	-	*	-	*	*
	2018	13%	17%	17%	-	-	-	-	-	*	-	*	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2019	81%	93%	96%	-	-	-	-	-	*	-	*	-	*	*
	2018	80%	92%	96%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	54%	69%	78%	-	-	-	-	-	*	-	*	-	*	*
	2018	51%	70%	85%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	25%	33%	47%	-	-	-	-	-	*	-	*	-	*	*
	2018	23%	36%	61%	-	-	-	-	-	*	-	*	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	73%	82%	-	-	-	-	-	63%	-	63%	-	63%	63%
	2018	69%	70%	77%	-	-	-	-	-	100%	-	100%	-	100%	100%
All Grades ELA/Reading	2019	68%	74%	84%	-	-	-	-	-	*	-	*	-	*	*
	2018	69%	68%	73%	-	-	-	-	-	100%	-	100%	-	100%	100%
All Grades Mathematics	2019	70%	71%	81%	-	-	-	-	-	*	-	*	-	*	*
	2018	70%	73%	81%	-	-	-	-	-	100%	-	100%	-	100%	100%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	57%	71%	-	-	-	-	-	*	-	*	-	*	*
	2018	38%	54%	73%	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2019	45%	64%	67%	-	-	-	-	-	-	-	-	-	-	-
	2018	47%	70%	79%	-	-	-	-	-	*	-	*	-	*	*

District Name: CELINA ISD
 Campus Name: O'DELL EL
 Campus Number: 043903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 431
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	94%	100%	92%	94%	100%	85%	-	100%	91%	97%	84%
Not Included in Accountability													
Mobile	4%	3%	6%	0%	8%	6%	0%	15%	-	0%	9%	3%	16%
Other Exclusions	1%	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%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	99%	100%	100%	100%	-	100%	100%	99%	100%
Included in Accountability	94%	96%	95%	100%	91%	96%	100%	100%	-	100%	100%	93%	88%
Not Included in Accountability													
Mobile	4%	3%	5%	0%	9%	4%	0%	0%	-	0%	0%	7%	12%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	1%	0%	0%	0%	-	0%	0%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	1%	0%	0%	0%	-	0%	0%	1%	0%

District Name: CELINA ISD
 Campus Name: O'DELL EL
 Campus Number: 043903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 493
 Grade Span: 01 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.9%	96.1%	97.4%	96.2%	96.1%	*	96.8%	-	96.1%	94.9%	95.6%	96.9%
2017-18	95.4%	96.0%	96.2%	96.2%	96.2%	96.3%	92.4%	*	-	97.5%	95.9%	96.8%	96.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: CELINA ISD
 Campus Name: O'DELL EL
 Campus Number: 043903104

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 493
 Grade Span: 01 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	99.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	91.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	98.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	98.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: CELINA ISD
 Campus Name: O'DELL EL
 Campus Number: 043903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 493
 Grade Span: 01 - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	203	355,615
By Ethnicity:				
African American	-	-	2	43,953
Hispanic	-	-	54	180,673
White	-	-	138	105,577
American Indian	-	-	1	1,293
Asian	-	-	2	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	6	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	5	51,579
Foundation H.S. Program (Endorsement)	-	-	15	15,160
Foundation H.S. Program (DLA)	-	-	182	285,538
Special Education Graduates	-	-	13	27,598
Economically Disadvantaged Graduates	-	-	36	186,364
LEP Graduates	-	-	4	25,189
At-Risk Graduates	-	-	63	146,432

District Name: CELINA ISD
 Campus Name: O'DELL EL
 Campus Number: 043903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 493
 Grade Span: 01 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	73.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	71.2%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	57.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	57.1%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	59.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	59.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	51.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	53.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	49.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	33.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	22.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	27.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	31.9%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: CELINA ISD
 Campus Name: O'DELL EL
 Campus Number: 043903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 493
 Grade Span: 01 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	60.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: CELINA ISD
 Campus Name: O'DELL EL
 Campus Number: 043903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 493
 Grade Span: 01 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	32.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	31.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	28.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	27.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	22.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	47.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	68.1%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	16.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	27.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	8.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	14.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	9.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	4.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	39.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	63.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	41.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	58.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	23.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CELINA ISD
 Campus Name: O'DELL EL
 Campus Number: 043903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 493
 Grade Span: 01 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	76.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	37.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	65.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	29.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	69.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	70.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	55.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	56.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1149	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1162	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	567	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	581	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	581	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	23.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	23.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	23.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CELINA ISD
 Campus Name: O'DELL EL
 Campus Number: 043903104

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 493
 Grade Span: 01 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	51.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	52.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	14.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	27.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	26.6%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	27.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	30.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	32.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	53.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	60.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	68.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	81.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: CELINA ISD
 Campus Name: O'DELL EL
 Campus Number: 043903104

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 493
 Grade Span: 01 - 05
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	493	100.0%	2,821	5,479,173	493	100.0%	2,831	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	1.7%	4.5%	0	0.0%	1.7%	4.5%
Kindergarten	0	0.0%	7.1%	7.0%	0	0.0%	7.1%	7.0%
Grade 1	109	22.1%	7.6%	7.1%	109	22.1%	7.6%	7.1%
Grade 2	84	17.0%	7.1%	7.1%	84	17.0%	7.1%	7.1%
Grade 3	110	22.3%	7.7%	7.1%	110	22.3%	7.7%	7.1%
Grade 4	107	21.7%	7.5%	7.3%	107	21.7%	7.5%	7.3%
Grade 5	83	16.8%	7.3%	7.6%	83	16.8%	7.3%	7.6%
Grade 6	0	0.0%	7.3%	7.7%	0	0.0%	7.3%	7.7%
Grade 7	0	0.0%	7.7%	7.7%	0	0.0%	7.7%	7.7%
Grade 8	0	0.0%	8.7%	7.5%	0	0.0%	8.7%	7.5%
Grade 9	0	0.0%	7.5%	8.2%	0	0.0%	7.5%	8.2%
Grade 10	0	0.0%	7.9%	7.4%	0	0.0%	7.9%	7.4%
Grade 11	0	0.0%	7.6%	6.9%	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.1%	6.4%	0	0.0%	7.1%	6.4%
Ethnic Distribution:								
African American	29	5.9%	3.4%	12.6%	29	5.9%	3.4%	12.6%
Hispanic	80	16.2%	24.0%	52.8%	80	16.2%	24.0%	52.8%
White	347	70.4%	66.3%	27.0%	347	70.4%	66.3%	27.0%
American Indian	3	0.6%	1.0%	0.4%	3	0.6%	1.0%	0.4%
Asian	7	1.4%	0.9%	4.6%	7	1.4%	0.9%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	27	5.5%	4.4%	2.5%	27	5.5%	4.4%	2.5%
Sex:								
Female	236	47.9%	48.5%	48.8%	236	47.9%	48.4%	48.8%
Male	257	52.1%	51.5%	51.2%	257	52.1%	51.6%	51.2%
Economically Disadvantaged	82	16.6%	21.4%	60.3%	82	16.6%	21.4%	60.2%
Non-Educationally Disadvantaged	411	83.4%	78.6%	39.7%	411	83.4%	78.6%	39.8%
Section 504 Students	53	10.8%	13.0%	6.9%	53	10.8%	13.0%	6.9%
English Learners (EL)	24	4.9%	6.5%	20.3%	24	4.9%	6.4%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.5%	1.5%				
Students w/ Dyslexia	26	5.3%	4.4%	4.1%	26	5.3%	4.4%	4.1%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Homeless	3	0.6%	0.6%	1.4%	3	0.6%	0.6%	1.4%
Immigrant	1	0.2%	0.7%	2.3%	1	0.2%	0.7%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	28.7%	65.1%	0	0.0%	29.0%	65.1%
Military Connected	21	4.3%	2.2%	1.9%	21	4.3%	2.2%	1.9%
At-Risk	127	25.8%	29.1%	50.6%	127	25.8%	29.0%	50.5%

District Name: CELINA ISD
Campus Name: O'DELL EL
Campus Number: 043903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 493
Grade Span: 01 - 05
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	24	4.9%	6.5%	20.6%	24	4.9%	6.5%	20.6%
Career & Technical Education	0	0.0%	30.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	68.6%	50.8%	0	-	68.6%	50.8%
Gifted & Talented Education	19	3.9%	5.6%	8.1%	19	3.9%	5.5%	8.1%
Special Education	63	12.8%	10.1%	10.5%	63	12.8%	10.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	63							
By Type of Primary Disability								
Students with Intellectual Disabilities	21	33.3%	44.9%	42.4%				
Students with Physical Disabilities	22	34.9%	26.0%	21.4%				
Students with Autism	5	7.9%	**	13.8%				
Students with Behavioral Disabilities	15	23.8%	19.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	66	14.1%	8.6%	15.3%				
By Ethnicity:								
African American	5	1.1%						
Hispanic	14	3.0%						
White	43	9.2%						
American Indian	0	0.0%						
Asian	3	0.6%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	43	12.4%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.6%	1.6%	0.0%	0.0%	5.5%
Grade 1	4.1%	4.1%	2.9%	0.0%	12.5%	4.9%
Grade 2	0.0%	2.3%	1.6%	5.9%	3.6%	2.0%
Grade 3	0.0%	0.6%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.6%	0.4%	-	4.2%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	1.0%	7.8%	-	0.0%	13.1%

District Name: CELINA ISD
 Campus Name: O'DELL EL
 Campus Number: 043903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 493
 Grade Span: 01 - 05
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	18.6	19.0
Grade 1	21.8	20.3	18.9
Grade 2	16.6	18.0	18.8
Grade 3	21.6	19.4	19.0
Grade 4	20.8	19.5	19.2
Grade 5	20.8	20.8	20.9
Grade 6	-	20.4	20.4
Secondary:			
English/Language Arts	-	16.2	16.4
Foreign Languages	-	14.6	18.7
Mathematics	-	14.9	17.8
Science	-	19.5	18.8
Social Studies	-	19.2	19.3

District Name: CELINA ISD
Campus Name: O'DELL EL
Campus Number: 043903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 493
Grade Span: 01 - 05
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	48.4	100.0%	100.0%	100.0%
Professional Staff:	36.8	76.0%	61.9%	63.7%
Teachers	32.8	67.7%	49.6%	49.4%
Professional Support	2.0	4.1%	6.9%	10.2%
Campus Administration (School Leadership)	2.0	4.1%	3.2%	3.0%
Educational Aides:	11.6	24.0%	11.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	1.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	6.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	3.0	6.2%	20.7%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.6%	10.8%
Hispanic	0.0	0.0%	4.9%	28.1%
White	31.8	96.9%	91.3%	57.7%
American Indian	1.0	3.1%	1.1%	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%	1.1%	1.1%
Males	1.8	5.4%	20.7%	23.8%
Females	31.0	94.6%	79.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	28.8	87.8%	78.5%	73.4%
Masters	4.0	12.2%	21.0%	24.5%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.1%	2.7%	7.4%
1-5 Years Experience	2.0	6.1%	15.2%	27.9%
6-10 Years Experience	8.0	24.4%	31.4%	19.4%
11-20 Years Experience	14.7	44.8%	34.4%	29.4%
Over 20 Years Experience	7.1	21.6%	16.2%	15.9%
Number of Students per Teacher	15.1	n/a	15.3	15.1

District Name: CELINA ISD
 Campus Name: O'DELL EL
 Campus Number: 043903104

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 493
 Grade Span: 01 - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	5.6	6.2
Average Years Experience of Principals with District	6.0	5.2	5.3
Average Years Experience of Assistant Principals	5.0	6.7	5.3
Average Years Experience of Assistant Principals with District	5.0	6.7	4.7
Average Years Experience of Teachers:	14.9	12.7	11.1
Average Years Experience of Teachers with District:	9.2	6.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$46,325	\$46,820	\$49,868
1-5 Years Experience	\$49,252	\$49,571	\$52,823
6-10 Years Experience	\$52,587	\$53,244	\$55,756
11-20 Years Experience	\$56,551	\$57,034	\$59,308
Over 20 Years Experience	\$64,050	\$65,211	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$56,448	\$55,759	\$57,091
Professional Support	\$66,906	\$67,552	\$67,352
Campus Administration (School Leadership)	\$84,099	\$87,883	\$82,512
Instructional Staff Percent:	n/a	61.0%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CELINA ISD
 Campus Name: O'DELL EL
 Campus Number: 043903104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 493
 Grade Span: 01 - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	3.1%	5.5%	6.5%
Career & Technical Education	0.0	0.0%	4.7%	5.0%
Compensatory Education	0.0	0.0%	2.4%	2.8%
Gifted & Talented Education	0.0	0.0%	0.1%	1.9%
Regular Education	31.4	95.9%	82.1%	70.9%
Special Education	0.3	1.0%	2.3%	9.3%
Other	0.0	0.0%	2.9%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- '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 2018-19 Financial Actual Report](#)

2018 - 2019 Actual Financial Data
Totals for CELINA ISD (043903)
Total Enrolled Membership: 2,718

	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)	\$16,658,030	62.69%	\$6,129	\$16,658,030	58.72%	\$6,129	\$24,943,497,732	43.99%	\$4,605
State Operating Funds	\$8,552,301	32.18%	\$3,147	\$8,787,465	30.98%	\$3,233	\$21,921,438,167	38.66%	\$4,047
Federal Funds	\$108,260	0.41%	\$40	\$764,289	2.69%	\$281	\$6,959,931,329	12.27%	\$1,285
Other Local	\$1,254,889	4.72%	\$462	\$2,159,170	7.61%	\$794	\$2,882,959,027	5.08%	\$532
Total Operating Revenue	\$26,573,480	100.00%	\$9,777	\$28,368,954	100.00%	\$10,437	\$56,707,826,255	100.00%	\$10,470
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$7,411,312	98.42%	\$2,727	\$7,114,967,591	84.62%	\$1,314
State Assistance for Debt Service	\$0	0.00%	\$0	\$81,518	1.08%	\$30	\$498,243,085	5.93%	\$92
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$37,318	0.50%	\$14	\$794,651,977	9.45%	\$147
Total Other Revenue	\$0	0.00%	\$0	\$7,530,148	100.00%	\$2,770	\$8,407,862,653	100.00%	\$1,552
Subtotal: Operating and Other Revenue	\$26,573,480	100.00%	\$9,777	\$35,899,102	100.00%	\$13,208	\$65,115,688,908	100.00%	\$12,022
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	100.00%	\$511
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	100.00%	\$511
Subtotal: Operating, Other and Recaptured Revenue	\$26,573,480	100.00%	\$9,777	\$35,899,102	100.00%	\$13,208	\$67,884,151,590	100.00%	\$12,534
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,691,153,910	63.99%	\$682
Estimated State TRS Contributions	\$1,068,555	100.00%	\$393	\$1,095,718	100.00%	\$403	\$2,077,222,453	36.01%	\$384
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$1,068,555	100.00%	\$393	\$1,095,718	100.00%	\$403	\$5,768,376,363	100.00%	\$1,065
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$27,642,035	100.00%	\$10,170	\$36,994,820	100.00%	\$13,611	\$70,884,065,271	100.00%	\$13,088
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$20,260,694	83.87%	\$7,454	\$20,959,818	81.46%	\$7,711	\$42,536,152,378	79.22%	\$7,854
Professional & Contracted Services (Object 62xx)	\$2,278,286	9.43%	\$838	\$2,391,512	9.29%	\$880	\$5,053,894,853	9.41%	\$933

2018 - 2019 Actual Financial Data
Totals for CELINA ISD (043903)
Total Enrolled Membership: 2,718

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$998,440	4.13%	\$367	\$1,688,628	6.56%	\$621	\$4,665,604,291	8.69%	\$861
Other Operating Expenditures (Object 64xx)	\$620,488	2.57%	\$228	\$691,193	2.69%	\$254	\$1,436,788,644	2.68%	\$265
Total Operating Expenditures by Object	\$24,157,908	100.00%	\$8,888	\$25,731,151	100.00%	\$9,467	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	\$203,862	22.99%	\$75	\$6,089,440	23.16%	\$2,240	\$8,439,295,633	48.78%	\$1,558
Capital Outlay(Object 66xx)	\$682,838	77.01%	\$251	\$20,207,593	76.84%	\$7,435	\$8,861,633,785	51.22%	\$1,636
Total Non-Operating Expenditures by Object	\$886,700	100.00%	\$326	\$26,297,033	100.00%	\$9,675	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Object	\$25,044,608	100.00%	\$9,214	\$52,028,184	100.00%	\$19,142	\$70,993,369,584	100.00%	\$13,108
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	\$13,652,683	56.51%	\$5,023	\$14,119,760	54.87%	\$5,195	\$30,104,392,112	56.07%	\$5,558
Instructional Resources & Media Services (Function 12)	\$229,749	0.95%	\$85	\$229,749	0.89%	\$85	\$605,276,429	1.13%	\$112
Curriculum & Staff Development (Function 13)	\$314,716	1.30%	\$116	\$315,116	1.22%	\$116	\$1,226,192,940	2.28%	\$226
Instructional Leadership (Function 21)	\$59,632	0.25%	\$22	\$59,632	0.23%	\$22	\$878,926,312	1.64%	\$162
School Leadership (Function 23)	\$1,788,442	7.40%	\$658	\$1,788,442	6.95%	\$658	\$3,188,405,674	5.94%	\$589
Guidance Counseling Services (Function 31)	\$735,423	3.04%	\$271	\$735,423	2.86%	\$271	\$2,024,672,783	3.77%	\$374
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$152,988,674	0.28%	\$28
Health Services (Function 33)	\$266,039	1.10%	\$98	\$266,039	1.03%	\$98	\$556,828,343	1.04%	\$103
Transportation (Function 34)	\$991,140	4.10%	\$365	\$991,140	3.85%	\$365	\$1,636,095,662	3.05%	\$302
Food Services (Function 35)	\$0	0.00%	\$0	\$1,026,547	3.99%	\$378	\$2,916,390,356	5.43%	\$538
Extracurricular (Function 36)	\$1,307,589	5.41%	\$481	\$1,386,808	5.39%	\$510	\$1,647,983,294	3.07%	\$304
General Administration (Function 41,92)	\$1,232,109	5.10%	\$453	\$1,232,109	4.79%	\$453	\$1,746,395,855	3.25%	\$322
Facilities Maintenance & Operations (Function 51)	\$2,869,965	11.88%	\$1,056	\$2,869,965	11.15%	\$1,056	\$5,226,340,714	9.73%	\$965
Security & Monitoring Services (Function 52)	\$188,466	0.78%	\$69	\$188,466	0.73%	\$69	\$558,885,118	1.04%	\$103
Data Processing Services (Function 53)	\$521,955	2.16%	\$192	\$521,955	2.03%	\$192	\$956,567,070	1.78%	\$177
Community Services (Function 61)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$266,098,830	0.50%	\$49
Total Operating Expenditures by Function	\$24,157,908	100.00%	\$8,888	\$25,731,151	100.00%	\$9,467	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$203,862	22.99%	\$75	\$6,089,440	23.16%	\$2,240	\$8,439,295,633	48.78%	\$1,558

2018 - 2019 Actual Financial Data
Totals for CELINA ISD (043903)
Total Enrolled Membership: 2,718

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$682,838	77.01%	\$251	\$20,207,593	76.84%	\$7,435	\$8,861,633,785	51.22%	\$1,636
Total Non-Operating Expenditures by Function	\$886,700	100.00%	\$326	\$26,297,033	100.00%	\$9,675	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Function	\$25,044,608	100.00%	\$9,214	\$52,028,184	100.00%	\$19,142	\$70,993,369,584	100.00%	\$13,108
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$12,884,309	53.33%	\$4,740	\$13,066,671	50.78%	\$4,807	\$23,769,020,825	44.27%	\$4,389
Gifted and Talented (PIC 21)	\$184,816	0.77%	\$68	\$184,816	0.72%	\$68	\$416,549,053	0.78%	\$77
Career and Technical (PIC 22)	\$816,274	3.38%	\$300	\$817,390	3.18%	\$301	\$1,673,614,337	3.12%	\$309
Students with Disabilities (PICs 23,33)	\$1,638,131	6.78%	\$603	\$1,638,131	6.37%	\$603	\$6,603,694,277	12.30%	\$1,219
State Compensatory Education (PICs 24,26,28,29,30,34)	\$832,580	3.45%	\$306	\$1,024,302	3.98%	\$377	\$4,676,522,504	8.71%	\$863
Bilingual (PICs 25,35)	\$408,874	1.69%	\$150	\$413,756	1.61%	\$152	\$690,802,576	1.29%	\$128
High School Allotment (PIC 31)	\$247,281	1.02%	\$91	\$247,281	0.96%	\$91	\$576,205,810	1.07%	\$106
PreKindergarten (PIC 32)	\$132,900	0.55%	\$49	\$132,900	0.52%	\$49	\$576,398,990	1.07%	\$106
Athletics/Related Activities (PIC 91)	\$1,178,874	4.88%	\$434	\$1,178,874	4.58%	\$434	\$1,093,452,352	2.04%	\$202
Un-Allocated (PIC 99)	\$5,833,869	24.15%	\$2,146	\$7,027,030	27.31%	\$2,585	\$13,616,179,442	25.36%	\$2,514
Total Operating Expenditures by Program Intent Code (PIC)	\$24,157,908	100.00%	\$8,888	\$25,731,151	100.00%	\$9,467	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$203,862	22.99%	\$75	\$6,089,440	23.16%	\$2,240	\$8,439,295,633	48.78%	\$1,558
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$682,838	77.01%	\$251	\$20,207,593	76.84%	\$7,435	\$8,861,633,785	51.22%	\$1,636
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$886,700	100.00%	\$326	\$26,297,033	100.00%	\$9,675	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$25,044,608	100.00%	\$9,214	\$52,028,184	100.00%	\$19,142	\$70,993,369,584	100.00%	\$13,108
Disbursements									
Total Disbursements									
Operating Expenditures	\$24,157,908	93.54%	\$8,888	\$25,731,151	48.72%	\$9,467	\$53,692,440,166	71.10%	\$9,913
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	3.67%	\$511
Total Other Uses	\$135,179	0.52%	\$50	\$135,179	0.26%	\$50	\$1,068,121,149	1.41%	\$197

2018 - 2019 Actual Financial Data
Totals for CELINA ISD (043903)
Total Enrolled Membership: 2,718

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Intergovernmental Charge	\$647,320	2.51%	\$238	\$647,320	1.23%	\$238	\$681,757,275	0.90%	\$126
Debt Service (Object 6500)	\$203,862	0.79%	\$75	\$6,089,440	11.53%	\$2,240	\$8,439,295,633	11.18%	\$1,558
Capital Projects (Object 6600)	\$682,838	2.64%	\$251	\$20,207,593	38.26%	\$7,435	\$8,861,633,785	11.74%	\$1,636
Total Disbursements	\$25,827,107	100.00%	\$9,502	\$52,810,683	100.00%	\$19,430	\$75,511,710,690	100.00%	\$13,942

Tax Rates

2018 - 2019 (current tax year) Tax Rates

Maintenance & Operations				1.1400			1.1003		
Interest & Sinking				0.5000			0.2097		
Total Tax Rate				1.6400			1.3101		

Fund Balance**

Fund Balance

Nonspendable Fund Balance	\$0		\$0	\$0		\$0	\$255,555,898		\$50
Restricted Fund Balance	\$0		\$0	\$15,574,318		\$5,730	\$17,956,324,818		\$3,521
Committed Fund Balance	\$4,828,533		\$1,777	\$4,944,488		\$1,819	\$3,206,045,411		\$629
Assigned Fund Balance	\$0		\$0	\$0		\$0	\$2,969,613,173		\$582
Unassigned Fund Balance	\$2,968,642		\$1,092	\$2,968,642		\$1,092	\$14,724,633,560		\$2,887
Total Fund Balance**	\$7,797,175		\$2,869	\$23,487,448		\$8,641	\$39,112,172,860		\$7,670

Fund Balance Reconciliation

2017-2018 Total Fund Balance (Previous Year)	\$5,982,269		\$2,326	\$38,847,602		\$15,104	\$35,850,846,786		\$7,045
2018-2019 Excess (Deficiency) Operating Expenditures	\$1,950,085		\$717	\$-15,360,154		\$-5,651	\$-5,923,414,430		\$-1,162
2018-2019 Excess (Deficiency) Non-Operating Expenditures	\$-135,179		\$-50	\$0		\$0	\$8,992,605,090		\$1,763
2018-2019 Uncommon Items	\$0		\$0	\$0		\$0	\$192,135,414		\$38
2018-2019 Total Fund Balance	\$7,797,175		\$2,869	\$23,487,448		\$8,641	\$39,112,172,860		\$7,670

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Celina Pri District: CELINA ISD

Campus Number: 043903103 Total Membership: 237

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	1,677,019	100.00	7,076	1,834,495	100.00	7,740
Operating-Payroll	1,557,134	92.85	6,570	1,653,498	90.13	6,977
Other Operating	114,559	6.83	483	175,671	9.58	741
Non-Operating(Equipt/Supplies)	5,326	0.32	22	5,326	0.29	22
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	1,671,693	100.00	7,054	1,829,169	100.00	7,718
Instruction (11,95) *	1,131,459	67.68	4,774	1,190,474	65.08	5,023
Instructional Res/Media (12) *	28,402	1.70	120	28,402	1.55	120
Curriculum/Staff Develop (13) *	51,295	3.07	216	51,295	2.80	216
Instructional Leadership (21) *	5,128	0.31	22	5,128	0.28	22
School Leadership (23) *	215,967	12.92	911	215,967	11.81	911
Guidance/Counseling Svcs (31) *	91,945	5.50	388	91,945	5.03	388
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	44,616	2.67	188	44,616	2.44	188
Food (35) **	0	0.00	0	98,461	5.38	415
Extracurricular (36) *	0	0.00	0	0	0.00	0
Plant Maint/Operation (51) * **	82,736	4.95	349	82,736	4.52	349
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	20,145	1.21	85	20,145	1.10	85
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	1,568,812	100.00	6,619	1,627,827	100.00	6,868
Regular	1,241,202	79.12	5,237	1,241,202	76.25	5,237
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	108,281	6.90	457	108,281	6.65	457
Accelerated Education	1,495	0.10	6	1,495	0.09	6
Bilingual	7,641	0.49	32	7,641	0.47	32
Nondisc Altred-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	59,015	3.63	249
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	210,193	13.40	887	210,193	12.91	887

*Please refer to sections 1.4.1 through 1.4.2.1 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

School Campus: Marcy B Lykins El District: CELINA ISD						
Campus Number: 043903101		Total Membership: 564				
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,653,279	100.00	6,477	3,904,057	100.00	6,922
Operating-Payroll	3,411,408	93.38	6,049	3,533,713	90.51	6,265
Other Operating	239,321	6.55	424	367,794	9.42	652
Non-Operating(Equip/Supplies)	2,550	0.07	5	2,550	0.07	5
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,650,729	100.00	6,473	3,901,507	100.00	6,918
Instruction (11,95) *	2,891,672	79.21	5,127	3,023,889	77.51	5,362
Instructional Res/Media (12) *	34,995	0.96	62	34,995	0.90	62
Curriculum/Staff Develop (13) *	63,839	1.75	113	63,839	1.64	113
Instructional Leadership (21) *	13,343	0.37	24	13,343	0.34	24
School Leadership (23) *	306,606	8.40	544	306,606	7.86	544
Guidance/Counseling Svcs (31) *	101,611	2.78	180	101,611	2.60	180
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	51,219	1.40	91	51,219	1.31	91
Food (35) **	0	0.00	0	118,561	3.04	210
Extracurricular (36) *	1,177	0.03	2	1,177	0.03	2
Plant Maint/Operation (51) * **	166,121	4.55	295	166,121	4.26	295
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	20,146	0.55	36	20,146	0.52	36
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,463,285	100.00	6,141	3,595,502	100.00	6,375
Regular	2,740,899	79.14	4,860	2,740,899	76.23	4,860
Gifted & Talented	27,006	0.78	48	27,006	0.75	48
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	285,452	8.24	506	285,452	7.94	506
Accelerated Education	226,704	6.55	402	227,956	6.34	404
Bilingual	145,352	4.20	258	145,352	4.04	258
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%	487	0.01	1	131,452	3.66	233
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	37,385	1.08	66	37,385	1.04	66
*Please refer to sections 1.4.1 through 1.4.2.1 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						

School Campus: O'dell El District: CELINA ISD						
Campus Number: 043903104		Total Membership: 431				
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,160,490	100.00	7,333	3,277,555	100.00	7,605
Operating-Payroll	2,939,827	93.02	6,821	3,010,232	91.84	6,984
Other Operating	217,097	6.87	504	263,757	8.05	612
Non-Operating(Equip/Supplies)	3,566	0.11	8	3,566	0.11	8
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,156,924	100.00	7,325	3,273,989	100.00	7,596
Instruction (11,95) *	2,480,273	78.57	5,755	2,480,273	75.76	5,755
Instructional Res/Media (12) *	25,711	0.81	60	25,711	0.79	60
Curriculum/Staff Develop (13) *	62,639	1.98	145	62,639	1.91	145
Instructional Leadership (21) *	11,552	0.37	27	11,552	0.35	27
School Leadership (23) *	304,221	9.64	706	304,221	9.29	706
Guidance/Counseling Svcs (31) *	109,953	3.48	255	109,953	3.36	255
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	55,557	1.76	129	55,557	1.70	129
Food (35) **	0	0.00	0	117,065	3.58	272
Extracurricular (36) *	1,177	0.04	3	1,177	0.04	3
Plant Maint/Operation (51) * **	85,696	2.71	199	85,696	2.62	199
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	20,145	0.64	47	20,145	0.62	47
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,049,906	100.00	7,076	3,049,906	100.00	7,076
Regular	2,390,787	78.39	5,547	2,390,787	78.39	5,547
Gifted & Talented	15,792	0.52	37	15,792	0.52	37
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	307,944	10.10	714	307,944	10.10	714
Accelerated Education	266,632	8.74	619	266,632	8.74	619
Bilingual	68,751	2.25	160	68,751	2.25	160
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
*Please refer to sections 1.4.1 through 1.4.2.1 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						

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Celina J H District: CELINA ISD

Campus Number: 043903041 Total Membership: 642

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,326,848	100.00	6,740	4,509,916	100.00	7,025
Operating-Payroll	3,959,375	91.51	6,167	4,058,297	89.99	6,321
Other Operating	336,260	7.77	524	420,406	9.32	655
Non-Operating(Equip/Supplies)	31,213	0.72	49	31,213	0.69	49
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,295,635	100.00	6,691	4,478,703	100.00	6,976
Instruction (11,95) *	3,114,499	72.50	4,851	3,114,499	69.54	4,851
Instructional Res/Media (12) *	64,184	1.49	100	64,184	1.43	100
Curriculum/Staff Develop (13) *	66,100	1.54	103	66,100	1.48	103
Instructional Leadership (21) *	13,697	0.32	21	13,697	0.31	21
School Leadership (23) *	504,925	11.75	786	504,925	11.27	786
Guidance/Counseling Svcs (31) *	112,189	2.61	175	112,189	2.50	175
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	50,913	1.19	79	50,913	1.14	79
Food (35) **	0	0.00	0	183,068	4.09	285
Extracurricular (36) *	154,898	3.61	241	154,898	3.46	241
Plant Maint/Operation (51) * **	214,230	4.99	334	214,230	4.78	334
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,926,507	100.00	6,116	3,926,507	100.00	6,116
Regular	3,036,935	77.34	4,730	3,036,935	77.34	4,730
Gifted & Talented	140,718	3.58	219	140,718	3.58	219
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	457,607	11.65	713	457,607	11.65	713
Accelerated Education	236,769	6.03	369	236,769	6.03	369
Bilingual	54,478	1.39	85	54,478	1.39	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

*Please refer to sections 1.4.1 through 1.4.2.1 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

(<http://www.tea.state.tx.us/index2.asp?id=2147405078>) be used for the analysis of costs reported by comparable school districts.

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Celina H S District: CELINA ISD

Campus Number: 043903001 Total Membership: 844

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	6,414,407	100.00	7,600	6,698,930	100.00	7,937
Operating-Payroll	5,345,633	83.34	6,334	5,497,395	82.06	6,514
Other Operating	863,413	13.46	1,023	996,174	14.87	1,180
Non-Operating(Equip/Supplies)	205,361	3.20	243	205,361	3.07	243
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	6,209,046	100.00	7,357	6,493,569	100.00	7,694
Instruction (11,95) *	4,034,780	64.98	4,781	4,089,989	62.99	4,846
Instructional Res/Media (12) *	76,457	1.23	91	76,457	1.18	91
Curriculum/Staff Develop (13) *	70,843	1.14	84	71,243	1.10	84
Instructional Leadership (21) *	15,912	0.26	19	15,912	0.25	19
School Leadership (23) *	456,723	7.36	541	456,723	7.03	541
Guidance/Counseling Svcs (31) *	319,725	5.15	379	319,725	4.92	379
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	63,734	1.03	76	63,734	0.98	76
Food (35) **	0	0.00	0	228,914	3.53	271
Extracurricular (36) *	881,338	14.19	1,044	881,338	13.57	1,044
Plant Maint/Operation (51) * **	289,534	4.66	343	289,534	4.46	343
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	5,038,174	100.00	5,969	5,039,290	100.00	5,971
Regular	3,473,991	68.95	4,116	3,473,991	68.94	4,116
Gifted & Talented	1,300	0.03	2	1,300	0.03	2
Career & Technical	788,288	15.65	934	789,404	15.66	935
Students with Disabilities	408,847	8.11	484	408,847	8.11	484
Accelerated Education	100,493	1.99	119	100,493	1.99	119
Bilingual	17,974	0.36	21	17,974	0.36	21
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	247,281	4.91	293	247,281	4.91	293
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 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

(<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

Celina Independent School District

Celina Primary School

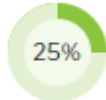

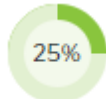
2020-2021 Campus Improvement Plan

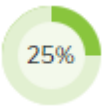




Goals

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.

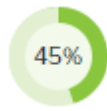

Strategy 1: Parental Involvement Committee will plan and execute at least 3 school events. -Back to School Dance -Polar Express Night -Family STEAM Night Strategy's Expected Result/Impact: -Increased attendance and involvement in school sponsored events Staff Responsible for Monitoring: Principal Parental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

Strategy 3: Increase the number of prekindergarten parents who attend parent trainings. -Parent interest survey -Provide childcare -Offer same training multiple times -Provide food -Provide free materials for all participants Strategy's Expected Result/Impact: -Increased parental involvement and support with their students education -Increased student achievement -Decreased office referrals Staff Responsible for Monitoring: Principal Counselor PreK Team Title I Schoolwide 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 Funding Sources: Training materials for parents/guardians - 211-Title I - \$2,000, Comp time pay for staff providing childcare - 211-Title I - \$100	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Strategy 1: Create a campus Student Success Committee to support teachers with students with challenging behaviors. 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 Staff Responsible for Monitoring: Principal Counselor Resource Teacher Title I Schoolwide Elements: 2.6 Problem Statements: Student Learning 1, 4 - Perceptions 1	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2: Provide staff with training and support in managing students with problem behaviors. 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 Staff Responsible for Monitoring: Principal Counselor Student Success Committee Title I Schoolwide 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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3: Build in days for kindergarten to work on long term curriculum planning. Strategy's Expected Result/Impact: -Increased student performance -Increased curriculum depth of knowledge -Increased campus morale Staff Responsible for Monitoring: Principal Title I Schoolwide 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 Problem Statements: Student Learning 5	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

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 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.

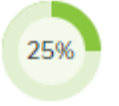
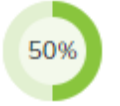




Perceptions

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

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

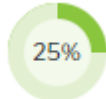
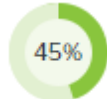
Evaluation Data Sources: # of guidance lessons facilitated by the counselor





of student discipline referrals

of students receiving awards

of students participating in SEL Lessons

of staff who participate in SEL training

Strategy 1: Provide staff with training and materials needed to promote students social and emotional development. Strategy's Expected Result/Impact: -Decreased office referrals and time spent out of class -Increased student academic performance -Students using SEL strategies taught Staff Responsible for Monitoring: Principal Counselor Title I Schoolwide 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 Problem Statements: Student Learning 1, 4 - Perceptions 1 Funding Sources: Social and Emotional Staff Training - 211-Title I - \$2,000	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				

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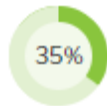




Performance Objective 3 Problem Statements:

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.
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

Strategy 1: Continuous staff development in the area of technology integration and clear/common expectations for the use of technology campus wide. 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 Staff Responsible for Monitoring: Principal Instructional Technology Coach Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Staff Training - 211-Title I - \$2,000	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
		 35%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Strategy 1: Provide ample opportunities for various staff members to take on leadership roles and responsibilities. Strategy's Expected Result/Impact: -Staff lead professional development to improve staff effectiveness -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 Staff Responsible for Monitoring: Principal 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	Reviews			
	Formative			Summative
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<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
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 Title I Schoolwide 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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3: Provide students with explicit instruction on self-regulating techniques, problems solving, and character development. 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 Teachers Title I Schoolwide 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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June



No Progress



Accomplished



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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

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. 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 Staff Responsible for Monitoring: Principal Counselor Title I Schoolwide 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 Problem Statements: Student Learning 1 - Perceptions 1 Funding Sources: Classroom and Parent Training Materials - 211-Title I - \$4,000, Staff Extra Duty Compensation - 211-Title I - \$3,000	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June

 No Progress

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Performance Objective 1 Problem Statements:





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

Evaluation Data Sources: # of students retained in kindergarten

Strategy 1: Provide staff with MTSS and intervention training and materials to support struggling students. Strategy's Expected Result/Impact: -More MTSS resources to support students during intervention time -Increased student achievement -Shorter time needed to close learning gaps -Instructional assistants better equipped to work with struggling learners -Decreased number of failing students Staff Responsible for Monitoring: Principal Counselor MTSS Committee Title I Schoolwide 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 Problem Statements: Student Learning 6 - School Processes & Programs 1 Funding Sources: Researched based intervention materials - 211-Title I - \$3,000, Professional Development - 211-Title I - \$3,000	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June

 No Progress
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Performance Objective 2 Problem Statements:

Student Learning
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.
School Processes & Programs
Problem Statement 1: Teachers need additional research based materials to support students in the MTSS process. Root Cause: Lack of research based intervention materials

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
David Merrill	Classroom and STEAM IA		
Gabriela Medina	Classroom and Art IA		

Campus Funding Summary

211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Training materials for parents/guardians		\$2,000.00
1	1	3	Comp time pay for staff providing childcare		\$100.00
2	2	1	STEAM IA and ART IA		\$46,000.00
2	3	1	Social and Emotional Staff Training		\$2,000.00
3	1	1	Staff Training		\$2,000.00
5	1	3	Supplemental Instructional Material		\$3,000.00
5	1	3	Staff Development		\$2,000.00
6	1	1	Classroom and Parent Training Materials		\$4,000.00
6	1	1	Staff Extra Duty Compensation		\$3,000.00
6	2	1	Researched based intervention materials		\$3,000.00
6	2	1	Professional Development		\$3,000.00
Sub-Total					\$70,100.00
Grand Total					\$70,100.00

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



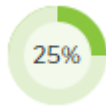
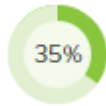
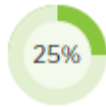




Goals

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

Strategy 1: Translate all campus communication in Spanish for bilingual population. Strategy's Expected Result/Impact: Increase in volunteer opportunities and participation Staff Responsible for Monitoring: Teachers Campus Administrators Title I Schoolwide Elements: 3.1 - TEA Priorities: Improve low-performing schools	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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. 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. Staff Responsible for Monitoring: Campus Administration Specials Teachers Team Leads Teachers Title I Schoolwide Elements: 3.2	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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 Title I Schoolwide Elements: 3.1	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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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: Increase partnerships with local businesses to support our families and students. Strategy's Expected Result/Impact: Methodist Church Food Bank, Additional Churches, Perfect Attendance Recognition, School Supply Drive, Sign Gypsies, STEAM Resources, Celina PD Staff Responsible for Monitoring: Campus Administration PTA CRE School Counselor Title I Schoolwide Elements: 3.2	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2: Involve community sponsors responsible for Garden of Oz for ongoing support and participation. Strategy's Expected Result/Impact: Increase volunteer opportunities and participation. Staff Responsible for Monitoring: Garden Committee Campus Administration Grade Level Teachers Title I Schoolwide Elements: 3.2	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 3: Counselor with promote and increase participation of Career Day, which will also provide opportunities for community involvement. Strategy's Expected Result/Impact: Increase parent participation, increase exploration of programs and careers, Read Across America Staff Responsible for Monitoring: School Counselor Campus Administration Teachers Librarian Title I Schoolwide Elements: 3.2	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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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: With renovation of our building, create an atmosphere in the front office for all to feel welcome when visiting the office at Lykins Elementary. Strategy's Expected Result/Impact: Climate Survey Appearance Staff Responsible for Monitoring: Office Staff Campus Administration Title I Schoolwide Elements: 3.1	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2: Include diverse groups of parents, faculty, and community members in decision making through various committees, (CIP, SHAC, site-based committee, calendar) Strategy's Expected Result/Impact: Increase volunteer opportunities and engagement from variety of stakeholders. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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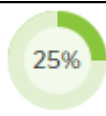

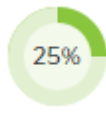

Goal 2: Excellence




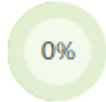





Performance Objective 1: Develop high quality educators dedicated to continuous improvement.

Evaluation Data Sources:

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

Strategy 1: Utilize Empowering Writers in accordance with the district writing plan to ensure high expectations for student, aligning common assessments vertically throughout campus. 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 Staff Responsible for Monitoring: Director of Elementary Curriculum, Campus Administration, Classroom Teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools Funding Sources: - 211-Title I - \$2,000	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2: Schedule site visits to surrounding districts of comparable size to collaborate with other professionals on classroom instruction, design and best practice. Strategy's Expected Result/Impact: Implementation/discussion/presentation of information gained from site visits, increase instructional tools and provide professional development by peers. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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 1 students. Strategy's Expected Result/Impact: Measure of growth by objective and reading levels (certificates and invoices) Staff Responsible for Monitoring: Campus Administration Director of Elementary Curriculum Teachers Title I Schoolwide 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 Funding Sources: - 211-Title I - \$10,000	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				

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. Strategy's Expected Result/Impact: PLC Data, Professional Development, Sign-In Sheets, Certificates Staff Responsible for Monitoring: Campus Administration Director of Elementary Curriculum Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 211-Title I - \$6,000	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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 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) Staff Responsible for Monitoring: Director of Elementary Curriculum Campus Principal Bilingual Director Classroom Teachers Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 211-Title I - \$10,000	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 6: Align formative and summative assessments for better indication of student needs and mastery of content and standards. Strategy's Expected Result/Impact: PLC teacher data, student data on assessments, student growth measurement Staff Responsible for Monitoring: Classroom teachers Director of Elementary Curriculum Campus Administrators Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 7: Provide paraprofessional inclusion support staff professional development and trainings. Strategy's Expected Result/Impact: Teacher feedback, walk-throughs, increase paraprofessional job performance, certificates Staff Responsible for Monitoring: Campus Administration Special Education Teacher Director of Elementary Curriculum	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				

Strategy 8: Design intervention and acceleration opportunities within the school day with time built into the master schedule. Strategy's Expected Result/Impact: Align intervention strategies to measure growth, formative and summative assessment, and close student gaps Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 9: Provide professional development for math instruction and increase student passing rate and growth index measure. Strategy's Expected Result/Impact: Increase student passing rate and growth measure. Staff Responsible for Monitoring: Campus Administration Classroom Teachers Intervention Teachers Special Education Teachers Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 10: Implement Gomez and Gomez Peer Evaluations and adoption professional development to improve bilingual instruction. Strategy's Expected Result/Impact: Increase use of bilingual resources and improvement in student performance. Staff Responsible for Monitoring: Campus Administration Bilingual Teachers Bilingual Interventionist Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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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: 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 Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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 Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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 Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: - 211-Title I - \$3,000	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June

Strategy 4: Provide and increase opportunity to participate in STEAM activities and Gifted and Talented enrichment activities. Strategy's Expected Result/Impact: STEAM lab rotation or in master schedule for all students grades 1-5 Staff Responsible for Monitoring: Librarian Campus Administrator Teachers STEAM Teacher GT Teacher Art Teacher Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college	Reviews			
	Formative			Summative
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Goal 2: Excellence

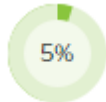


Performance Objective 3: Provide CTE opportunities and support for all students to ensure student success.






Evaluation Data Sources:

% of graduation rate

% increase of enrollment in CTE courses

% of students receiving certifications

Strategy 1: 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. Strategy's Expected Result/Impact: Teacher lesson plans, campus walk-through data, student performance on local and state assessments Staff Responsible for Monitoring: Director of Elementary Curriculum Campus Principal Classroom Teachers Bilingual Director Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 211-Title I - \$3,000	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2: Provide professional development of the 4 C's; Collaboration, Communication, Critical Thinking and Creativity Strategy's Expected Result/Impact: Increase participation on climate and technology surveys, sign-in sheet Staff Responsible for Monitoring: Campus Administration Director of Elementary Curriculum Classroom Teachers Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 3: Promote college and trade awareness and implement character development bi-weekly to develop social and emotional skills. Strategy's Expected Result/Impact: Bi-weekly guidance lessons, Huddle Up Staff Responsible for Monitoring: Campus Counselor District CTE Director Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				

Strategy 4: Teach, model and integrate soft skills into STEAM lessons. Strategy's Expected Result/Impact: Common language throughout campus, Bobcat Heart, Huddle Up, Master Schedule Staff Responsible for Monitoring: Librarian Classroom Teachers Campus Administrators STEAM Teacher TEA Priorities: Connect high school to career and college	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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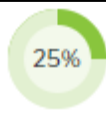







Goal 2: Excellence

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: 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. Strategy's Expected Result/Impact: Sign-In Data, Master Schedule, Teacher Feedback Staff Responsible for Monitoring: Instructional Technologist Campus Administrators Director of Elementary Curriculum Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2: Explore the possibility of increasing student/device ratio, especially for 4th and 5th grade. (ipads or chromebooks) Strategy's Expected Result/Impact: More devices of campus for student use. Staff Responsible for Monitoring: Instructional Technologist Campus Administration Technology Department Director of Elementary Curriculum Title I Schoolwide Elements: 2.5 Funding Sources: - 211-Title I - \$15,000	Reviews			
	Formative			Summative
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Goal 3: Innovation

Performance Objective 1: Expand technological opportunities.



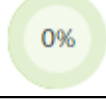




Evaluation Data Sources:

% increase in courses offered

% increase in enrollment/participation

increase in device to student ratio

increase in teachers participating in quality training

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






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

Goal 3: Innovation


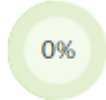




Performance Objective 3: Develop each student to be a creative and critical thinker.

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

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 Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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 Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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: Utilize 5th grade Youth Leadership Team to expand students exemplifying leadership characteristics and responsibilities throughout the campus. Strategy's Expected Result/Impact: Increase the student participation, feedback from students, staff and parents Staff Responsible for Monitoring: Campus Administrators Counselor Teacher Sponsors Classroom Teachers	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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) Strategy's Expected Result/Impact: Decrease office referrals, increase student motivation, feedback from parental involvement survey, teacher feedback Staff Responsible for Monitoring: Campus Administrators Campus Counselor Classroom Teacher CES Staff	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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 Strategy's Expected Result/Impact: Discipline records, parent survey, student survey, teacher survey Staff Responsible for Monitoring: Campus Administration Campus Counselor Parent Classroom Teachers Title I Schoolwide Elements: 2.6, 3.2	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







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: 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 Strategy's Expected Result/Impact: Staff feedback, sign-in sheets, observation Staff Responsible for Monitoring: Principal Lead Teachers Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2: Provide teachers opportunities to lead in different capacities and participate in the decision making process. Strategy's Expected Result/Impact: Committees led by teacher leaders Staff Responsible for Monitoring: Teachers Campus Administrators	Reviews			
	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: 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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
	 0%			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				


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

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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
	 100%	 100%	 100%	

 No Progress

 Accomplished

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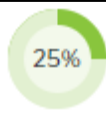

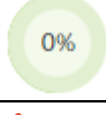




Goal 5: Stewardship

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: 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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: 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. Strategy's Expected Result/Impact: Provide differentiated, targeted instruction for all students. Staff Responsible for Monitoring: Campus Administration IDLT Special Education Classroom Teachers	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2: Provide optional Saturday school opportunities for bilingual students in grades 1-5. Strategy's Expected Result/Impact: Increase in student academics and parent engagement. Staff Responsible for Monitoring: Campus Administration Bilingual Interventionist Bilingual Teachers Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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Celina Independent School District
O'Dell Elementary School
2020-2021 Campus Improvement Plan



Goals

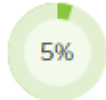
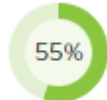
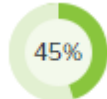




Revised/Approved: February 28, 2020

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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. 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. Staff Responsible for Monitoring: Campus administration, teachers				
	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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. Strategy's Expected Result/Impact: Increase the participation # of parents/community members attending Staff Responsible for Monitoring: Campus administration, teachers, support staff, counselor				
<div>  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: 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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
	 5%	 40%		
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				



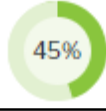

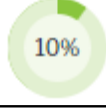
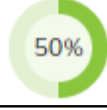




Goal 1: Community

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











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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Support & grow teachers through recommendations into Aspiring Administrators. Strategy's Expected Result/Impact: Increase the % of teacher growth. Staff Responsible for Monitoring: Campus administration	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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.	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


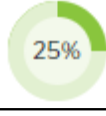
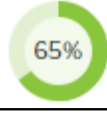




Goal 2: Excellence

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

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

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: 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. Strategy's Expected Result/Impact: Increase the % of students enrolling in CTE at secondary level. Staff Responsible for Monitoring: Canpus administration, STEM teacher	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
	 25%	 40%		
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				



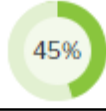

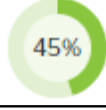
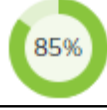




Goal 2: Excellence

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: Character Education designed by the campus counselor will be provided weekly in the classrooms by the teachers. Strategy's Expected Result/Impact: Increase the # of student success in careers & college readiness. Staff Responsible for Monitoring: Campus administration, Counselor	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2: Classroom teachers will deliver Social Emotional Learning lessons weekly. Strategy's Expected Result/Impact: Increase the # of student success in career readiness. Staff Responsible for Monitoring: Campus administration, counselor, teachers	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 3: Counselor will provide guidance lessons weekly in the classrooms focusing on character traits. Strategy's Expected Result/Impact: Increase the # of student success in career readiness. Staff Responsible for Monitoring: Campus administration, counselor	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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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: 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: Teachers, Technology	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
	 50%	 80%		
 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: "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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 3: Innovation


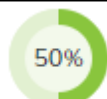






Performance Objective 3: Develop each student to be a creative and critical thinker.

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Expand the implementation of PLC by sending additional teachers to training. Training may be offered virtually due to COVID19. Strategy's Expected Result/Impact: Increase % of teachers trained. Staff Responsible for Monitoring: Teachers				
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. Strategy's Expected Result/Impact: Increase the % of student growth & the % of TIER 1 instruction & STAAR scores. Staff Responsible for Monitoring: Campus administration, teachers				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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: 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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







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

Goal 5: Stewardship


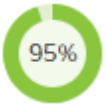

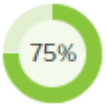




Performance Objective 2: Meet fast growing needs of our student population by anticipating and preparing for enrollment gains.

Evaluation Data Sources:

% of class size ratio

% use of existing facilities

% increase in supplemental funding from non-traditional sources

Strategy 1: 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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2: Utilize all available space/rooms wisely. Strategy's Expected Result/Impact: Ensure availability & capacity throughout growth. Staff Responsible for Monitoring: Campus administration	Reviews			
	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



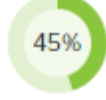





of supports provided based on counselor reports

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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  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: Collaborate with the Chamber of Commerce to organize a career day in May Strategy's Expected Result/Impact: Students are introduced to career possibilities and college preparation required Staff Responsible for Monitoring: Campus administrator Counselor TEA Priorities: Connect high school to career and college	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
	 10%	 10%		
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> 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













Strategy 1: Extend 6th grade Principal's 100 reward to include students in Chamber of Commerce luncheon trip with J H campus. Strategy's Expected Result/Impact: Opportunity for more students to interact with community organizations and businesses monthly. Student notification forms to parents about trip. Staff Responsible for Monitoring: Campus principals (6GC & J H) PBIS TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
 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

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

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) Strategy's Expected Result/Impact: Increase number and participation of extra-curricular activities. Staff Responsible for Monitoring: Principals Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Reviews			
	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

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







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: 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	Reviews			
	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

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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Goal 3: Innovation

Performance Objective 2: Create collaborative learning spaces.

Evaluation Data Sources:

% increase in implementation of flexible classrooms

increase in teaming areas

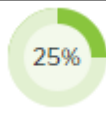
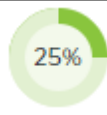




Strategy 1: In building design for the new campus work with design team to develop collaborative learning space within the building. Strategy's Expected Result/Impact: Students have ACE rewards incorporated with their lunch time for a "Power Hour". Staff Responsible for Monitoring: Principal Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  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

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

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: 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). Strategy's Expected Result/Impact: Students gain leadership skills and deeper understanding of content area by teaching content to others that struggle. Staff Responsible for Monitoring: Principal Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				










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: 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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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 teaches	Reviews			
	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 recognition's

% of financial resources spent on instruction and student activities

Strategy 1: Establish funds for ELAR programs (classroom library, book clubs, etc) Strategy's Expected Result/Impact: Students have access to a diverse library and opportunities to encourage and improve literacy. Staff Responsible for Monitoring: Teachers ELAR teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  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: 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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 4: Hire additional full-time art teacher Strategy's Expected Result/Impact: Increase art availability to students. Staff Responsible for Monitoring: Campus Principal	Reviews			
	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

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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: 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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
	 25%	 25%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: 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. 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. Staff Responsible for Monitoring: Principal Assistant Principals Title I Schoolwide Elements: 3.2 Funding Sources: Parent nights and Principal Roundtables - 199 -- CISD - \$1,000	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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. Strategy's Expected Result/Impact: Grow and identify volunteers to assist CHS with their internal programs. Staff Responsible for Monitoring: Principal Program Coordinator	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: Maintain the CHS CTE advisory committee to develop new partnerships and job opportunities for students. (Strategic Plan) 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 Staff Responsible for Monitoring: Principal CTE Director Funding Sources: Mail outs / Catering for meetings / Posters - 199 -- CISD - \$500	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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) Strategy's Expected Result/Impact: Having more businesses and choices, students will have opportunities to explore different industries and career choices. Staff Responsible for Monitoring: Principal CTE Director TEA Priorities: Connect high school to career and college	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 3: Celina High School will identify local businesses & local colleges to explore partnerships and grants that will strengthen internal programs. (Strategic Plan) Staff Responsible for Monitoring: Principal CTE Director TEA Priorities: Connect high school to career and college	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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. 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. Staff Responsible for Monitoring: Principal Assistant Principal CTE Director CTE Teachers Funding Sources: Certification prep courses and tests. - 244--CTE - \$5,000	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				



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: 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. 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 Staff Responsible for Monitoring: Principal Assistant Principals Teacher Leaders TEA Priorities: Recruit, support, retain teachers and principals	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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. 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 Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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) 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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
 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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
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) Strategy's Expected Result/Impact: New clubs and activities allows for more student participation. More opportunities to compete. Staff Responsible for Monitoring: Assistant Principals All Teachers and Staff CHS Students TEA Priorities: Connect high school to career and college				
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. Strategy's Expected Result/Impact: Generate ideas for new student opportunities. Increases student involvement in extracurricular programs. Staff Responsible for Monitoring: Principal TEA Priorities: Connect high school to career and college				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.





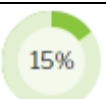
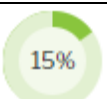




Evaluation Data Sources: Increased enrolment in CTE courses
Additional Pathways being created
Certifications being created and offered

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
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 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 Staff Responsible for Monitoring: Principal CTE Director Counselors Funding Sources: Marking items and tools - 199 -- CISD - \$2,500				
	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
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) 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. Staff Responsible for Monitoring: CTE Director HS Principal Jr High Principal				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
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. Strategy's Expected Result/Impact: More utilization of technology tips and tricks in the classroom. More team teaching in the classroom Staff Responsible for Monitoring: Assistant Principal SWAT Teacher SWAT Members				
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) Strategy's Expected Result/Impact: To identify courses and careers of interest with our student body. Staff Responsible for Monitoring: Principal CTE Director				
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. 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: 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.	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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. 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. Staff Responsible for Monitoring: Principal Robotics Team lead Funding Sources: Equipment, Space, and coaching stipend. - 244--CTE - \$2,500	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
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) Strategy's Expected Result/Impact: Increase in student learning Increase in the amount of work turned in Assessment scores go up Lower failure rate Staff Responsible for Monitoring: Principal Assistant Principal Teacher Leaders Assistant Superintendent of Curriculum				
	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
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) 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%. Staff Responsible for Monitoring: District UIL coordinator Principal Campus Coordinator				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: 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 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. Staff Responsible for Monitoring: Principal Assistant Principal Funding Sources: Meetings, materials, etc. - 199 -- CISD - \$1,000	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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. Strategy's Expected Result/Impact: To ensure we check in on each student weekly and to develop strong mentor / mentee relationships throughout our campus. Staff Responsible for Monitoring: Principal Assistant Principals All Teachers Counselors	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 3: CHS will continue to offer a leadership academy for at-risk students during our activity/flex time. 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. Staff Responsible for Monitoring: Principal Campus RTI Coordinator Teacher of Leadership time Funding Sources: Snacks / Literature / Activities - 199 -- CISD - \$1,000	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
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) 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. Staff Responsible for Monitoring: Principal Assistant Principals				
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. Strategy's Expected Result/Impact: Better communication of goals Better understanding of aspirations of our staff Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.



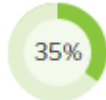





Evaluation Data Sources: Per student allocation
Additional needs-based upon requirements.

Strategy 1: 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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  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: CHS will use data given to CHS by the administration to monitor student growth in order to prepare for additional faculty needs. 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. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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. Strategy's Expected Result/Impact: Higher morale New ideas recognition opportunities. Staff Responsible for Monitoring: Principal Funding Sources: Prizes, materials - 199 -- CISD - \$2,000	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: 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 Strategy's Expected Result/Impact: Leadership opportunities will be allowed for new candidates New Ideas Renewed excitement in the departments. Staff Responsible for Monitoring: Principal Assistant Principal	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: 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. 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. Staff Responsible for Monitoring: Principal Assistant Principals English Teacher Leader	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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. Staff Responsible for Monitoring: Principal Assistant Principal Math Teacher Leader	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: 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. 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. Staff Responsible for Monitoring: Principal Assistant Principals Teacher Leaders	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 6: Academic Excellence

Performance Objective 3: Celina High School will utilize our activity period, one day per week, to provide training and mentorship to students in several critical areas of growth.

Evaluation Data Sources: TEA State Requirements
CISD Strategic Plan

Strategy 1: CHS will use our Mentor Monday activity period to provide training in the following areas on a rotation basis. 1) Social-Emotional Support 2) Behavioral Management 3) Technology 4) Leadership and Character Development 4) MTSS / Intervention Strategy's Expected Result/Impact: The results we are expecting will be to better support our students in all aspects of school outside of straight academics. Surveys of students and teachers will provide feedback as to the effectiveness of our programs. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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Celina Independent School District

District Improvement Plan

2020-2021



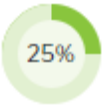





Priorities

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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. Strategy's Expected Result/Impact: Increased community involvement. Staff Responsible for Monitoring: Community Liaisons, and campus administrators. Title I Schoolwide Elements: 2.6, 3.2 Problem Statements: Perceptions 1				
	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 2: Dedicate a designated area at each campus to encourage volunteerism (Strategic Plan, Priority 1, Objective 1, Action Step 2, year 4 implementation). Strategy's Expected Result/Impact: It is expected to encourage parent volunteerism at each campus. Staff Responsible for Monitoring: Assist. Supt. of Maintenance and Operations Problem Statements: Perceptions 1				
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Strategic Objective 1 Problem Statements:

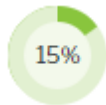





Perceptions
Problem Statement 1: Based on our annual community climate surveys, the community feels there is inconsistency in communication from the district. Root Cause: Our district does not have a common or district-wide communication system in place.

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

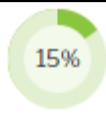




Strategy 1: Create an advisory committee to explore alternate career program with businesses (Strategic Plan, Priority 1, Objective 2, Action Step 1, implementation years 3-4). Strategy's Expected Result/Impact: Increased participation of community businesses in support of career exploration for student growth. Staff Responsible for Monitoring: CTE director. Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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 Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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 Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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). Strategy's Expected Result/Impact: Grants will enable the district to provide additional resources for CTE courses in order to expand offerings. Staff Responsible for Monitoring: Parent Community Liaison Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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). Strategy's Expected Result/Impact: CISD will develop multiple relationships with local companies for student internship placement. Staff Responsible for Monitoring: CTE Director Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				

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). Strategy's Expected Result/Impact: This partnership will provide a transition to more certification courses within and beyond high school. Staff Responsible for Monitoring: CTE Director Title I Schoolwide Elements: 2.5 - Results Driven Accountability	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: 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.	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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 Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









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

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). Strategy's Expected Result/Impact: This will improve on teacher retention and provide support for new or beginning teachers. Staff Responsible for Monitoring: Assistant Superintendent of Instruction and Technology Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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). Strategy's Expected Result/Impact: Improve educator productivity, increase student achievement, and decrease teacher attrition from the district. Staff Responsible for Monitoring: Superintendent	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 6: Provide staff with training and support in managing students with problem behaviors through the MTSS model. 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. Staff Responsible for Monitoring: Director of Special Services Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategic Objective 1 Problem Statements:

Demographics
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. 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.
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: 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). Strategy's Expected Result/Impact: Increased number of extracurricular activities prompting student and family engagement, thereby increasing student drive to improve academic achievement. Staff Responsible for Monitoring: Superintendent	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				







 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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: Develop courses that align with student interest & industry needs (Strategic Plan, Priority 2, Objective 3, Action Step 4, implementation years 4-5). Strategy's Expected Result/Impact: Increased number of CTE course offerings. Staff Responsible for Monitoring: Assistant Superintendent for Technology and Instruction and CTE Director Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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). Staff Responsible for Monitoring: CTE Director	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategic Objective 3 Problem Statements:

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.









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: 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. Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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 Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategic Objective 4 Problem Statements:

Demographics
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.
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.

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








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: Update classroom furniture to accommodate flexible/collaborative configurations (Strategic Plan, Priority 3, Objective 2, Action Step 2, implementation year 4). 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. Staff Responsible for Monitoring: Assistant Superintendent of Maintenance & Operations	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: 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). Strategy's Expected Result/Impact: Increase the number gold standard PBL lessons per year. Increase the number of teachers trained. Ultimate goal: Every student will complete one PBL per year. Staff Responsible for Monitoring: Assistant Superintendent of Instruction & Technology Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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). Strategy's Expected Result/Impact: Increase the number gold standard PBL lessons per year. Increase the number of teachers trained. Ultimate goal: Every student will complete one PBL per year. Staff Responsible for Monitoring: Assistant Superintendent of Instruction & Technology Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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). Ongoing. Strategy's Expected Result/Impact: Increase the number gold standard PBL lessons per year. Increase the number of teachers trained. Ultimate goal: Every student will complete one PBL per year. Staff Responsible for Monitoring: Assistant Superintendent of Instruction & Technology Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				

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). Strategy's Expected Result/Impact: Improved differentiation for advanced elementary students and improved student performance. Staff Responsible for Monitoring: Assist Supt. for Administrative Services Title I Schoolwide Elements: 2.5 Problem Statements: Student Learning 1 - District Processes & Programs 1	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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). Strategy's Expected Result/Impact: Increased student interest in academic competitions beyond UIL. Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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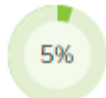





Strategic Objective 3 Problem Statements:

Demographics
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.
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: 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). Strategy's Expected Result/Impact: The expected result is that we will see improved academic performance from our struggling students. Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 1 - District Processes & Programs 1	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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). Strategy's Expected Result/Impact: More students engaged in leadership in student clubs. Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategic Objective 1 Problem Statements:

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.


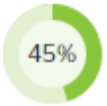




Priority 4: Leadership

Strategic Objective 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: 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). Ongoing. This year's focus is on Administrator growth. 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. Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: 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). Strategy's Expected Result/Impact: This will provide for the future personnel needs the district. Staff Responsible for Monitoring: Director of Human Resources Problem Statements: Demographics 2	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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). Strategy's Expected Result/Impact: Money released to focus on student instruction and learning. Staff Responsible for Monitoring: Assistant Superintendent of Maintenance and Operations	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategic Objective 3 Problem Statements:

Demographics
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.








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: 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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Priority 5: Stewardship

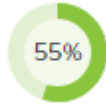
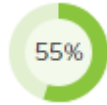








Strategic Objective 2: Meet fast growing needs of our student population by anticipating and preparing for enrollment gains.

Evaluation Data Sources:

% of class size ratio

% use of existing facilities

% increase in supplemental funding from non-traditional sources

Strategy 1: 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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				











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: 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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategic Objective 3 Problem Statements:

Demographics
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. 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.







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: 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 Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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 Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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. Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				

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: 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% Problem Statements: Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
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. 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% Problem Statements: Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 6: CISD will evaluate the district comprehensive counseling program and SEL integration. 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. Staff Responsible for Monitoring: Assistant Superintendent for Administrative Services Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 7: All teachers will be trained on Trauma-informed classroom practices in order to ensure all students are safe and ready to learn. SB 11. 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. Staff Responsible for Monitoring: Assistant Superintendent for Administrative Services. Problem Statements: Student Learning 1 Funding Sources: Title IV funds; - 199 -- CISD - \$28,000	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				

Strategy 8: All teachers will receive training on recognition of indicators of sex-trafficking and preventative measures. HB 111 & HB 18 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 Staff Responsible for Monitoring: Assistant Superintendent for Administrative Services Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategic Objective 1 Problem Statements:

Demographics
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. 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.
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.

District Funding Summary

199 -- CISD					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
6	1	7	Title IV funds;		\$28,000.00
Sub-Total					\$28,000.00
255--Title II					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	PLC training		\$12,000.00
Sub-Total					\$12,000.00
211-Title I					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	PLC training		\$5,000.00
Sub-Total					\$5,000.00
Grand Total					\$45,000.00

Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2019-20 School Year (To the Extent Permitted under FERPA)

Reason Code	Description	Celina Primary	Lykins Elem	O'Dell Elem	Celina Junior High	Celina High School
		103	101	104	041	001
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 2019 PEIMS Snapshot)						
Incident Rate		0.0%	0.0%	0.0%	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.

Texas High School Graduates from FY2018
Enrolled in Texas Public or Independent Higher Education in FY 2019

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	28	2	3	3	9	11	0
	Two-Year Public Colleges	55	26	3	7	9	9	1
	Independent Colleges & Universities	5						
	Not Trackable	5						
	Not Found	70						
	Total High School Graduates	163						
	COMMUNITY ISD							
	043918001 COMMUNITY H S							
	Four-Year Public University	23	5	4	1	7	6	0
	Two-Year Public Colleges	46	13	7	5	11	8	2
	Independent Colleges & Universities	1						
	Not Trackable	7						
	Not Found	54						
	Total High School Graduates	131						
	FARMERSVILLE ISD							
	043904001 FARMERSVILLE H S							
	Four-Year Public University	16	4	3	1	2	6	0
	Two-Year Public Colleges	38	11	7	2	11	5	2
	Independent Colleges & Universities	4						
	Not Trackable	3						
	Not Found	52						
	Total High School Graduates	113						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Comprehensive Glossary

2019–20 Texas Academic Performance Report

Cover Page

2020 Accountability Rating: Given the impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster* for their 2020 accountability ratings. Click here to read the [official announcement](#).

2020 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local education agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

State Performance Plan and Annual Performance Report: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance>

Methodology for RDA and SPP/APR:

2020 RDA Manual: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/rda-and-pbmas-manuals>

FFY 2018 SPP/APR Methodology: https://tea.texas.gov/sites/default/files/method%2018_19.pdf

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rptsvr1.tea.texas.gov/idea/index.html>

RDA Data Reports: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>

2020 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*district TAPR only*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated. For the 2019–20 school year, districts were given the opportunity to request a waiver for this requirement due to the COVID-19 pandemic.

Comprehensive Glossary

2019–20 Texas Academic Performance Report

Not Given: The district completed the reporting requirement but did not offer the ASVAB CEP.

Alternate Test Given: The district completed the reporting requirement and did not offer the ASVAB CEP but did offer an alternate test

Comprehensive Glossary

2019–20 Texas Academic Performance Report

Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

Other Important Information:

Substitute Assessments. Certain, specific assessments that students may take in place of an EOC assessment. For more information, see the Texas Administrative Code, §101.4002, at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

Special Education. STAAR (with and without accommodations) and STAAR Alternate 2 results are included.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2020/masking.html>.

STAAR Performance

The STAAR Performance section of the TAPR displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (TSDS PEIMS October snapshot) and the testing date. The STAAR Performance—All Students section of the TAPR displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), and science

Grade 6 – reading and mathematics

Comprehensive Glossary

2019–20 Texas Academic Performance Report

Grade 7 – reading, mathematics, and writing

Grade 8 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

STAAR Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

STAAR Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

STAAR Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Academic Growth and STAAR Progress Measure)

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Comprehensive Glossary

2019–20 Texas Academic Performance Report

STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Prior Year and SSI

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

**number of matched grades 4–8 students who did not reach the satisfactory standard in 2018
but passed in 2019**

number of matched grades 4–8 students who did not reach the satisfactory standard in 2018

For 2018–19, students in grades 4–8 included in these measures are those who

- took the spring 2018–19 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2018–19 accountability subset;
- can be matched to the spring 2017–18 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2017–18 STAAR administration of ELA/reading and/or mathematics.

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables English learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the following:

BE-Trans Early Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/early exit model transfers a student to English-only instruction between two and five years after the student enrolls in school.

BE-Trans Late Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/late exit model transfers a student to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual Two-Way. Biliteracy program model designed to develop fluency and literacy in English and another language. The dual language immersion/two-way model integrates students of limited English proficiency with students proficient in English and transfers a student of limited English proficiency to English-only instruction between six and seven years after the student enrolls in school.

Comprehensive Glossary

2019–20 Texas Academic Performance Report

BE-Dual One-Way. Biliteracy program model designed to develop fluency and literacy in English. The dual language immersion/one-way model serves only students of limited English proficiency and transfers a student to English-only instruction between six and seven years after the student enrolls in school.

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes the following:

ESL Content. An English program that serves students of limited English proficiency. The English as a second language/content-based model provides a full-time teacher that gives supplementary instruction for all content areas.

ESL Pull-Out. An English program that serves students of limited English proficiency. The English as a second language/pull-out model provides a part-time teacher to give instruction in English language arts only. A student in an ESL Pull-Out program remains in mainstream instructional arrangements for all other content areas.

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English language learner,” “English learner,” and “Limited English Proficient” (LEP) are used interchangeably. This category includes:

LEP No Services. A student identified as limited English proficient who does not receive any bilingual education or English as a second language services.

LEP with Services. A student identified as limited English proficient who receives bilingual education services or English as a second language services.

School Progress Domain—Academic Growth Score: Points earned for results that either maintained performance or earned *Expected/Accelerated* on the STAAR progress measure. Only includes assessments eligible for a STAAR progress measure.

STAAR Progress Measure Percent at Expected or Accelerated Growth: The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

**number of matched grades 4–8 students who did not reach the satisfactory standard in 2018
but passed in 2019**

number of matched grades 4–8 students who did not reach the satisfactory standard in 2018

Comprehensive Glossary

2019–20 Texas Academic Performance Report

Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and/or TELPAS Alternate. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of substitute assessments, 4) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, and 5) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1–5 asylee/refugees and students with interrupted formal education (SIFEs)

- **Included in Accountability:** scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
- **Not included in Accountability:** answer documents counted as participants but not used in determining the district or campus accountability rating
 - ◆ **Mobile:** answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 26, 2018, or October 27, 2017, for summer 2018 EOCs)
 - ◆ **Other Exclusions.** The following answer documents were excluded from the rating determination:
 - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are either an English learner who has been in school in the U.S. for one year or an unschooled asylee, unschooled refugee, or SIFE student who has been in school in the U.S. for less than six years.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O

- **Absent:** answer documents with score code A
- **Other:** answer documents with score code O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (*Data source: STAAR and TELPAS File*)

Comprehensive Glossary

2019–20 Texas Academic Performance Report

Attendance and Graduation

Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2018–19 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present in 2018–19}}{\text{total number of days that students in grades 1–12 were in membership in 2018–19}}$$

(Data source: TSDS PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2018–19 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2018–19 school year}}$$

Comprehensive Glossary

2019–20 Texas Academic Performance Report

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

number of dropouts in grades 9–12 during the 2018–19 school year

number of students in grades 9–12 in attendance at any time during the 2018–19 school year

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2018–19](#) reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the [2019 Accountability Manual](#) (Data source: TSDS PEIMS 40203, 40110, 42400, and 42500)

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2018.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2013–14. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2017.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2015–16 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2015–16 but takes 5 years to graduate (i.e., graduates in May 2020) is still part of the 2019 cohort; he or she is not switched to the 2020 cohort. This student would be considered a

Comprehensive Glossary

2019–20 Texas Academic Performance Report

continuing student and counted as part of the Continued HS number for the Class of 2019. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2019 for the 2019 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2019 cohort}^*}$$

- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2019 cohort}^*}$$

- (3) *Continued High School*: The percentage of the 2019 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2019 cohort}^*}$$

- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\text{number of students in the 2019 cohort}^*}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

$$\frac{\text{number of students from the 2019 cohort who received a high school diploma by August 31, 2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2019 cohort}^*}$$

Comprehensive Glossary

2019–20 Texas Academic Performance Report

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year} \end{array}}{\text{number of students in the 2019 cohort*}}$$

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2019, for the 2018 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2018 cohort*}}$$

- (2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2018 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2018 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\text{number of students in the 2018 cohort*}}$$

Comprehensive Glossary

2019–20 Texas Academic Performance Report

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019} + \text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2018 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019} + \text{number of students from the cohort who received a TxCHSE by August 31, 2019} + \text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2018 cohort}^*}$$

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2019, for the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2017 cohort}^*}$$

- (2) *Received TxCHSE*: For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2017 cohort}^*}$$

- (3) *Continued High School*: The percentage of the 2017 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort}^*}$$

- (4) *Dropped Out*: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort}^*}$$

Comprehensive Glossary

2019–20 Texas Academic Performance Report

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019} + \text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2017 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019} + \text{number of students from the cohort who received a TxCHSE by August 31, 2019} + \text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort}^*}$$

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2019 cohort}^{**}}$$

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2014–15. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2018. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2018 cohort}^{**}}$$

Comprehensive Glossary

2019–20 Texas Academic Performance Report

- (3) *6-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2013–14. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2017. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

number of students in the 2017 cohort**

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report [Secondary School Completion and Dropouts in Texas Public Schools 2018–19](#). (Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2019 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2019 with reported graduation plans

(excludes graduates with FHSP degree plans)

FHSP-E Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2019 who complete a 4-year FHSP-E

number of graduates in the Class of 2019 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in the Class of 2019 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2019 with reported FHSP graduation plans

Comprehensive Glossary

2019–20 Texas Academic Performance Report

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

number of graduates from the Class of 2019 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in the Class of 2019 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP

number of graduates in SY 2018–19 with reported graduation plans (excludes graduates with FHSP degree plans)

FHSP-E Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2018–19 who earn an FHSP-E

number of graduates in SY 2018–19 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2018–19 who earn an FHSP-DLA

number of graduates in school year (SY) 2018–19 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2018–19 with reported graduation plans

Comprehensive Glossary

2019–20 Texas Academic Performance Report

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the [Texas Education Data Standards](#) for more information. Results are shown for the Class of 2018 and the Class of 2019. (*Data source: TSDS PEIMS 40203*)

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2018–19 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(*Data source: TSDS PEIMS 40203*)

Special Education: The population of students served by special education programs. (*Data source: TSDS PEIMS 41163*)

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. (*Data source: TSDS PEIMS 40100 and STAAR*)

number of students in the 2018–19 school year eligible for free or reduced-price lunch or other public assistance

total number of students

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English learner” and “Limited English Proficient” (LEP) are used interchangeably. (*Data source: TSDS PEIMS 40110*)

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#). (*Data source: TSDS PEIMS 40100*)

number of students in the 2018–19 school year considered as at risk

total number of students

Comprehensive Glossary

2019–20 Texas Academic Performance Report

Postsecondary Readiness

College, Career, or Military Readiness (CCMR)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: TSDS PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate’s Degree:** A graduate earning an associate’s degree prior to graduation from high school. *(Data source: TSDS PEIMS 40100)*
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: TSDS PEIMS 40100)*
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: TSDS PEIMS 40203)*
- 8) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the [2020 Accountability Manual](#) and the [2019 Accountability Manual](#). *(Data source: TSDS PEIMS 43415 and 40110 [summer])*
- 9) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: TSDS PEIMS 40203)*
- 10) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced degree plan and is identified as a current special education student *(Data source: TSDS PEIMS 40203 and 40110)*

Comprehensive Glossary

2019–20 Texas Academic Performance Report

11) **Graduate with Level I or Level II Certificate:** A graduate earning a Level I or Level II certificate in any workforce education area. (*Data source: THECB*)

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the eleven criteria described in *College, Career, or Military Readiness*.

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, 9, 10, or 11 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness*.

College Ready and Career/Military Ready: The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, 4, or 5 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, 9, 10, or 11. (*Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010*)

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

TSI Criteria						
<u>TSIA</u>		<u>SAT</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

Comprehensive Glossary

2019–20 Texas Academic Performance Report

The percentages are calculated as follows:

English Language Arts.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2018–19 annual graduates

Mathematics.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2018–19 annual graduates

Both Subjects.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2018–19 annual graduates

Either Subject.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2018–19 annual graduates

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: TSDS PEIMS 43415*)

number of 2018–19 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

number of 2018–19 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. (*Data source: College Board and IB*)

number of 2018–19 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2018–19 annual graduates

Associate's Degree: The percentage of annual graduates who earned an associate's degree before graduation. (*Data source: TSDS PEIMS 40100*)

number of 2018–19 annual graduates who earned an associate's degree before graduation

number of 2018–19 annual graduates

Comprehensive Glossary

2019–20 Texas Academic Performance Report

Associate’s Degree but not Career/Military Ready: The percentage of annual graduates who met associate’s degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Associate’s Degree and Career/Military Ready: The percentage of annual graduates who met associate’s degree criteria 4 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area (*Data source: OnRamps program*)

$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2020 Accountability Manual](#). (*Data source: TSDS PEIMS 48011*)

$$\frac{\text{number of 2018–19 annual graduates who earned an approved industry-based certification}}{\text{number of 2018–19 annual graduates}}$$

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2020 Accountability Manual](#). (*Data source: TSDS PEIMS 40203*)

$$\frac{\text{number of 2018–19 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2018–19 annual graduates}}$$

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications. This indicator is different from the accountability College, Career, or Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators.

(*Data source: TSDS PEIMS 43415 and 40110*)

$$\frac{\text{number of 2018–19 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications}}{\text{number of 2018–19 annual graduates}}$$

Comprehensive Glossary

2019–20 Texas Academic Performance Report

U.S. Armed Forces Enlistment: The percentage of annual graduates enlisting in the U.S. Armed Forces. (Data source: TSDS PEIMS 40203)

number of 2018–19 annual graduates enlisting in the U.S. Armed Forces

number of 2018–19 annual graduates

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student:

The percentage of annual graduates under an advanced degree plan and identified as a current special education student (Data source: TSDS PEIMS 40203 and 42401)

number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2018–19 annual graduates

Graduate with Level I or Level II Certificate: The percentage of annual graduates who earned a Level I or Level II certificate (Data source: THECB)

number of 2018–19 annual graduates who earned a Level I or Level II certificate

number of 2018–19 annual graduates

CCMR-related Indicators

Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates): The percentage of annual graduates who took the College Board’s TSIA at any point since June 2011. (Data source: THECB)

number of 2018–19 annual graduates who took the TSIA

number of 2018–19 annual graduates

TSIA Average Score (Annual Graduates): The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

Reading

sum of total reading scores of all annual graduates who took the TSIA

number of annual graduates who took the reading portion of the TSIA

Mathematics

sum of total mathematics scores of all annual graduates who took the TSIA

number of annual graduates who took the mathematics portion of the TSIA

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and TSDS PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

number of 2018–19 annual graduates who met the TSI criteria on the TSIA

number of 2018–19 annual graduates

Comprehensive Glossary

2019–20 Texas Academic Performance Report

CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. (*Data source: TSDS PEIMS 40100, 40203, and 42400*)

number of 2018–19 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

number of 2018–19 annual graduates

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (*Data source: TSDS PEIMS 43415*)

English Language Arts.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2018–19 annual graduates

Mathematics.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2018–19 annual graduates

Both Subjects.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2018–19 annual graduates

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2015–16 to 2018–19 school years. (*Data source: TSDS PEIMS 43415*)

number of 2018–19 annual graduates who completed and earned credit for at least one AP or IB course in the 2015–16 to 2018–19 school years

number of 2018–19 annual graduates

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) examinations. (*Data source: College Board and IB*)

All Subjects

Number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

Comprehensive Glossary

2019–20 Texas Academic Performance Report

English Language Arts

number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

Social Studies

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

(Data source: College Board, IB, and TSDS PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

Comprehensive Glossary

2019–20 Texas Academic Performance Report

Social Studies

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in social studies

number of 11th and 12th graders with at least one AP or IB examination in social studies

(Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (Data source: College Board and IB)

All Subjects

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. ACT and SAT scores are based on each student’s highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

- (1) *Tested:* The percentage of graduates who took either college admissions assessment:

number of 2018–19 graduates who took either the SAT or the ACT

number of 2018–19 graduates reported

- (2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of 2018–19 graduating examinees taking either the SAT or the ACT

- (3) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of 2018–19 graduates reported

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

Comprehensive Glossary

2019–20 Texas Academic Performance Report

- (1) *Average SAT Score (All Subjects)*: The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

- (2) *Average SAT Score (English Language Arts and Writing)*: The average score for the SAT evidence-based reading and writing. The maximum score is 800.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

- (3) *Average SAT Score (Mathematics)*: The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\text{sum of SAT mathematics scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

(Data source: College Board and TSDS PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

- (1) *Average ACT Score (All Subjects)*: The average score for the ACT composite. The maximum score is 36.

$$\frac{\text{sum of ACT composite scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

- (2) *Average ACT Score (English Language Arts)*: The average score for the ACT English and Reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and Reading combined scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

- (3) *Average ACT Score (Mathematics)*: The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

- (4) *Average ACT Score (Science)*: The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

OnRamps Course Credits: The percentage of annual graduates completing an OnRamps dual enrollment course and qualifying for at least three hours of college credit in any subject area. (Data source: OnRamps program)

Comprehensive Glossary

2019–20 Texas Academic Performance Report

number of 2018–19 annual graduates who completed an OnRamps course and qualified for at least three hours of college credit before graduation

number of 2018–19 annual graduates

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student:

The percentage of annual graduates who graduated under an advanced degree plan and were identified as a current special education student (*Data source: TSDS PEIMS 42401 and 40203*)

number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2018–19 annual graduates

Other Postsecondary Indicators

Advanced/Dual-Credit Course Completion (Grades 11–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows: (*Data source: TSDS PEIMS 43415*)

Any Subject

number of students in grades 11–12 in 2018–19 who received credit for at least one advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one course in 2018–19

English Language Arts

number of students in grades 11–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one ELA course in 2018–19

Mathematics

number of students in grades 11–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one mathematics course in 2018–19

Comprehensive Glossary

2019–20 Texas Academic Performance Report

Science

number of students in grades 11–12 in 2018–19 who received credit for at least
one science advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one science course in 2018–19

Social Studies

number of students in grades 11–12 in 2018–19 who received credit for at least
one social studies advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one social studies course in 2018–19

(Data source: TSDS PEIMS 43415)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: TSDS PEIMS 43415)*

Any Subject

number of students in grades 9–12 in 2018–19 who received credit for at least
one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2018–19

English Language Arts

number of students in grades 9–12 in 2018–19 who received credit for at least
one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2018–19

Mathematics

number of students in grades 9–12 in 2018–19 who received credit for at least
one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2018–19

Comprehensive Glossary

2019–20 Texas Academic Performance Report

Science

number of students in grades 9–12 in 2018–19 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2018–19

Social Studies

number of students in grades 9–12 in 2018–19 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2018–19

(Data source: TSDS PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2017–18 school year who attended a public or independent college or university in Texas in the 2018–19 academic year

number of graduates during the 2017–18 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

(Data source: THECB)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated
and

met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (Data source: THECB)

Comprehensive Glossary

2019–20 Texas Academic Performance Report

Profile

Student Information

Please note, the Enrollment section of this report is new this year. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to previous reports, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 25, 2019).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: TSDS PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: TSDS PEIMS 40110)*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: TSDS PEIMS 40100, 30040, 30050, 30090)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: TSDS PEIMS 40100)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

(Data source: TSDS PEIMS 40100 and TEA Student Assessment Division)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services.

English Learners (ELs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” and “Limited English Proficient” (LEP) are used interchangeably.

Comprehensive Glossary

2019–20 Texas Academic Performance Report

The percentage of ELs is calculated by dividing the number of ELs by the total number of students in the district or campus. Not all students identified as ELs receive bilingual or English as a second language instruction. (*Data source: TELPAS file*)

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

number of students with one or more disciplinary placements

number of students who were in attendance at any time during the school year

For 2019–20, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (*Data source: TSDS PEIMS 44425*)

Students with Dyslexia: The count and percentage of students identified with Dyslexia. (*Data source: TSDS PEIMS 40100*)

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). (*Data source: TSDS PEIMS 40100*)

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(*Data source: TSDS PEIMS 40100*)

Immigrant: The count and percentage of students identified under the definition found under

Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been

Comprehensive Glossary

2019–20 Texas Academic Performance Report

attending one or more schools in any one or more states for more than 3 full academic years. The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: TSDS PEIMS 40100)*

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: TSDS PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: TSDS PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: TSDS PEIMS 40100)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

number of students in the 2019–20 school year considered as at risk

total number of students

(Data source: TSDS PEIMS 40110)

Students by Instructional Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9–12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: TSDS PEIMS 40110, 41163 and 41169)*

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)

Comprehensive Glossary

2019–20 Texas Academic Performance Report

- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (TSDS PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

number of mobile students in 2018–19

**number of students who were in membership at any time during the
2018–19 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: TSDS PEIMS 42400)*

Comprehensive Glossary

2019–20 Texas Academic Performance Report

Attrition Rates (*campus profile only*): The percentage of students enrolled in fall 2018–19 who did not return to the same campus in the fall of 2019–20. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2018–19 that was no longer active in 2019–20. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2018} - \text{number of students who returned in fall 2019}}{\text{number of students enrolled in fall 2018}}$$

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2019 in the same grade in which they were reported for the last six-week period of the prior school year (2018–19).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2018–19](#), available from TEA. (*Data source: TSDS PEIMS 40110*)

Data Quality (*not on campus profile*): The percentage of errors made by the district in the TSDS PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2018–19 the end of the school-start window was September 27, 2019.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2018–19 school year}}$$

(*Data source: Texas High School Equivalency Certificate Information File; TSDS PEIMS 40100, 40110, 42400, and 42500*)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

Comprehensive Glossary

2019–20 Texas Academic Performance Report

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: TSDS PEIMS 30090)

Staff Information

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30090)*

Comprehensive Glossary

2019–20 Texas Academic Performance Report

Auxiliary Staff (*not on campus profile*): The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. (*Data source: TSDS PEIMS 30060 and 30090*)

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, FTE count less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix A for TSDS PEIMS Role IDs (Professional Support Staff). (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, and over 20 years. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Comprehensive Glossary

2019–20 Texas Academic Performance Report

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: TSDS PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: TSDS PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the TSDS PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Comprehensive Glossary

2019–20 Texas Academic Performance Report

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2018–19 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure.
(Data source: TSDS PEIMS 30040, 30050, and 30090)

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20. It is calculated as the total FTE count of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20, divided by the total teacher FTE count for the fall of 2018–19. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (Data source: TSDS PEIMS 30040 and 30090)

Staff Exclusions (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (Data source: TSDS PEIMS 30055 and 30060)

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis.

Teachers by Program (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population

Comprehensive Glossary

2019–20 Texas Academic Performance Report

types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (Data source: TSDS PEIMS 30040, 30050, and 30090)

Kindergarten Readiness

Kindergarten Readiness

This report includes kindergarten readiness data for students who were enrolled in public kindergarten and were assessed using one of the approved instruments on the [Commissioner's List of Reading Instruments](#). Data are shown for the district and campus at which the student attended kindergarten.

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Assessed Students in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner's List of Reading Instruments](#). Students may take multiple assessments.

Eligible: Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student's status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

Eligible Students Who Attended PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK and did attend.

Eligible Students Who Did Not Attend PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK but did not attend.

Students Who Were Not Eligible for PK: Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

Students Ready for KG: Count of all assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the [Commissioner's List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of all kindergarten students who were assessed for kindergarten readiness.

Percent Ready: Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

number of kindergarten ready students

all kindergarten students who were assessed for kindergarten readiness

Comprehensive Glossary

2019–20 Texas Academic Performance Report

Prekindergarten Effectiveness

This report includes kindergarten readiness data for students who attended public prekindergarten the prior year for at least 80 days at the age of four (as of September 1), and were assessed in kindergarten using one of the approved instruments on the [Commissioner's List of Reading Instruments](#). *Data are shown for the district and campus at which the student attended prekindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

All PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner's List of Reading Instruments](#) and attended prekindergarten (regardless of eligibility) at the age of four for at least 80 days.

Eligible: Prekindergarten (PK) students who met at least one of the public prekindergarten eligibility criteria the year before the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty, is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder.

Eligible PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner's List of Reading Instruments](#), were eligible to attend public prekindergarten, and did attend.

Students Ready for KG: Count of assessed kindergarten students who attended prekindergarten and met or exceeded the cut-off score for a particular assessment on the [Commissioner's List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of prekindergarten attendees who were assessed for kindergarten readiness.

Percent Ready: Percentage of assessed kindergarten students who attended prekindergarten and were determined to be kindergarten ready based on assessment results.

number of kindergarten ready students

all kindergarten students who attended prekindergarten and were assessed for kindergarten readiness

Comprehensive Glossary

2019–20 Texas Academic Performance Report

Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings	Performance Reporting	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board.....	(512) 721-1800
ACT	ACT.....	(319) 337-1270
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Learners		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
Financial Standard Reports	State Funding.....	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
RDA Special Education Monitoring Results Status		
	Results Driven Accountability	(512) 463-9704
PEIMS (TSDS PEIMS)	PEIMS HelpLine	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding.....	(512) 463-9238
School Governance	School Governance	(512) 463-9623
School Report Card	Performance Reporting	(512) 463-9704
Special Education		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
STAAR Administration	Student Assessment.....	(512) 463-9536
STAAR Scoring and Reporting	Scoring and Reporting.....	(512) 463-9704
STAAR Testing Contractor	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services.....	(512) 463-9720
Effective Schools Framework	School Improvement.....	(512) 463-5226
TELPAS	Student Assessment.....	(512) 463-9536

Comprehensive Glossary

2019–20 Texas Academic Performance Report

PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004	Assistant/Associate/Deputy Superintendent
027	Superintendent/CAO/CEO/President
061	Asst/Assoc/Deputy Exec Director
062	Component/Department Director
063	Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003	Assistant Principal
020	Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012	Instructional Officer
028	Teacher Supervisor
040	Athletic Director
043	Business Manager
044	Tax Assessor and/or Collector
045	Director - Personnel/Human Resources
055	Registrar
060	Executive Director

PROFESSIONAL SUPPORT STAFF

002	Art Therapist
005	Psychological Associate
006	Audiologist
007	Corrective Therapist
008	Counselor
011	Educational Diagnostician
013	Librarian
015	Music Therapist
016	Occupational Therapist
017	Certified Orientation & Mobility Specialist
018	Physical Therapist
019	Physician
021	Recreational Therapist
022	School Nurse
023	LSSP/Psychologist
024	Social Worker
026	Speech Therapist/Speech-Lang Pathologist
030	Visiting Teacher/Truant Officer
032	Work-Based Learning Site Coordinator
041	Teacher Facilitator
042	Teacher Appraiser
054	Department Head
056	Athletic Trainer
058	Other Campus Professional Personnel
064	Specialist/Consultant
065	Field Service Agent
079	Other ESC Professional Personnel
080	Other Non-Campus Professional Personnel
100	Instructional Materials Coordinator
101	Legal Services
102	Communications Professional
103	Research/Evaluation Professional
104	Internal Auditor

Comprehensive Glossary

2019–20 Texas Academic Performance Report

105	Security
106	District/Campus Information Technology Professional
107	Food Service Professional
108	Transportation
109	Athletics
110	Custodial
111	Maintenance
112	Business Services Professional
113	Other District Exempt Professional Auxiliary
114	Other Campus Exempt Professional Auxiliary
TEACHERS	
087	Teacher
047	Substitute Teacher
EDUCATIONAL AIDES	
033	Educational Aide
036	Certified Interpreter
AUXILIARY STAFF	
Employment record, but no responsibility records.	

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Comprehensive Glossary

2019–20 Texas Academic Performance Report

Advanced Academic Courses

- All courses shown were for the 2018–19 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES

Comprehensive Glossary

2019–20 Texas Academic Performance Report

13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL

Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY

Comprehensive Glossary

2019–20 Texas Academic Performance Report

A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL

Comprehensive Glossary

2019–20 Texas Academic Performance Report

I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC

Comprehensive Glossary

2019–20 Texas Academic Performance Report

03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN

Comprehensive Glossary

2019–20 Texas Academic Performance Report

03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE

Comprehensive Glossary

2019–20 Texas Academic Performance Report

A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER

Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV