

Regular Meeting
Monday, March 28, 2022 5:00 PM

Cannady Cedar Hill Room
285 Uptown Blvd.
Cedar Hill, Texas 75104

Agenda

1. CALL TO ORDER
FIRST ORDER OF BUSINESS - Announcement by the Board President whether a quorum is present, and that the notice of the meeting has been duly called, and posted in the time and manner required by the Texas Open Meetings Act, Texas Government Code Chapter 551.
2. TAPR PUBLIC HEARING
Presenter: Ms. Shemeka Millner, Assistant Superintendent of Curriculum and Instruction

Cedar Hill Independent School District BOARD OF TRUSTEES

Meeting Date: March 21, 2022

Presented by: Gerald Hudson, Superintendent

Subject: 2020 - 2021 District TAPR Report Presentation

Public Forum

BOARD GOAL:

- Increase the percentage of scholars graduating college career and military ready
- Increase the percentage of 3rd grade (all students) scholars reading at/or above grade level
- Increase the percentage of Algebra I scholars scoring Meets or above

BACKGROUND INFORMATION:

Each year The Texas Education Code (TEC), §39.306, requires each district's board of trustees to publish an annual report that includes the Texas Academic Performance Report (TAPR), district accreditation status, campus performance objectives, information on violent or criminal incidents, and information on the performance of the previous year's graduates in their first year of college, as reported by the Texas Higher Education Coordinating Board (THECB). During the required Public forum, an explanation of the highlights of the district and campus TAPR report as well as changes to this year's Report. Copies of the report will be made available on the district and campus websites, at campus main offices, and at various locations throughout the community.

RECOMMENDATION:

Public Forum Presentation

BOARD ACTION REQUIRED:

None

POLICY AUTHORIZATION:

None

CONTACT PERSON:

Shemeka Millner, Assistant Superintendent of Academics

FUNDING SOURCE:

None

ENCLOSURES:

2020 - 2021 District TAPR Report

CHISD ANNUAL REPORT Presentation 2020-2021

**CHISD
ANNUAL
REPORT
2020-2021**

**Public Hearing
March 23, 2022**



ANNUAL REPORT – 7 REPORTS



20202 - 2021 Texas
Academic Performance
Report (TAPR)



District/Campus
Performance Objectives



2019 - 2020 PEIMS
Financial Standard
Reports



Special Education
Determination Status



District Accreditation
Status



Report on Violent or
Criminal Incidents



Student Performance in
Postsecondary Institutions



TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

2020-21 Texas Academic Performance Report (TAPR)

District Name: CEDAR HILL ISD

District Number: 057904

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Needs Intervention

ACCESSING THE REPORT

The screenshot shows the TEA website with the following elements:

- Header:** TEA Texas Education Agency logo, a search bar with the text "Search tea.texas.gov", and navigation links: A - Z Index, Contact, Employment, Sign Up for Updates, TEA Correspondence.
- Menu:** A row of icons and labels: About TEA, Academics, Finance & Grants, Reports & Data, Student Testing & Accountability, Texas Educators, Texas Schools.
- Breadcrumbs:** Home / Student Testing & Accountability / Accountability / State Accountability
- Section Header:** Texas Academic Performance Reports
- Text:**

The Texas Academic Performance Reports (TAPR) pull together a wide range of information on the performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status. The reports also provide extensive information on school and district staff, programs, and student demographics.

The Texas Academic Performance Reports for 2018-19 are now available. From this website you can access TAPR for the state and every public school, district, or region of Texas.

Final TAPR for the following school years are currently available:

2017-18 TAPR | 2016-17 TAPR | 2015-16 TAPR | 2014-15 TAPR | 2013-14 TAPR | 2012-13 TAPR

The TAPR was previously known as the Academic Excellence Indicator System (AEIS) Reports. Those reports were published from 2003-04 to 2011-12. They may be found at the AEIS Archive.
- Related Content:** Accountability Ratings, Texas Performance Reporting System (TPRS), School Report Cards, Snapshot.
- Contact Information:** Performance Reporting, Phone: (512) 463-9704, Fax: (512) 936-6431, performance.reporting@tea.texas.gov.

Sources:

Texas Education Agency

<https://tea.texas.gov/Student-Testing-and-Accountability/Accountability/State-Accountability/Performance-Reporting/Texas-Academic-Performance-Reports>

Cedar Hill ISD

<https://www.chisd.net/domain/62>

TAPR CONTENT

The performance section of the TAPR shows STAAR performance in different ways:

- By grade level, subject, and student group
- By End-of-Course (EOC) subject
- All grades
- STAAR Percentage at Approaches, Meets, and Masters Grade Level Standard
- School Progress Domain (2018 - 2019)
- Compares 2019 - 2021 Scores

2021 TAPR STAAR Data ALL Grade Levels

		State	Region 10	CHISD
STAAR APPROACHES Grade Level % of Tests at or above the Approaches Grade Level Standard All Grade Level (Grade 3-EOC)	Reading	68	69	66
	Math	66	68	48
	Writing	58	60	53
	Science	71	72	62
	Social Studies	73	74	63

		State	Region 10	CHISD
STAAR MEETS Grade Level % of Tests at or above the Meets Grade Level Standard All Grade Level (Grade 3-EOC)	Reading	45	46	39
	Math	37	41	19
	Writing	30	33	23
	Science	44	45	30
	Social Studies	49	50	35

		State	Region 10	CHISD
STAAR Masters Grade Level % of Tests at or above the Approaches Grade Level Standard All Grade Level (Grade 3-EOC)	Reading	18	20	13
	Math	18	20	7
	Writing	9	11	4
	Science	20	22	9
	Social Studies	29	30	15

OTHER AREAS

- Participation Rate
- Attendance Rate
- Annual Dropout Rates
- Graduation Rates
- College, Career, and Military Readiness Indicators (class of 2020)
 - College Ready
 - Career and Military Ready
- Texas Institutions of Higher Education information
- Student information
- Staff information
- Program information

2019 - 2020 ACTUAL FINANCIAL DATA

The financial section of the TAPR is provided by the Office of School Finance. These reports can be accessed from a link on the last page of the TAPR or at <http://tea.texas.gov/financialstandardreports/>.

**2019 - 2020 Actual Financial Data
Totals for CEDAR HILL ISD (057904)
Total Enrolled Membership: 7,616**

	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)	\$36,779,355	57.81%	\$4,829	\$36,779,355	49.23%	\$4,829	\$25,533,913,274	43.11%	\$4,660
State Operating Funds	\$25,008,795	39.31%	\$3,284	\$26,330,924	35.24%	\$3,457	\$24,198,968,656	40.86%	\$4,417
Federal Funds	\$797,318	1.25%	\$105	\$9,647,318	12.91%	\$1,267	\$7,015,215,596	11.84%	\$1,280
Other Local	\$1,040,325	1.64%	\$137	\$1,951,337	2.61%	\$256	\$2,483,070,133	4.19%	\$453
Total Operating Revenue	\$63,625,793	100.00%	\$8,354	\$74,708,934	100.00%	\$9,809	\$59,231,167,659	100.00%	\$10,811
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$12,873,051	97.42%	\$1,690	\$7,988,017,723	85.75%	\$1,458
State Assistance for Debt Service	\$0	0.00%	\$0	\$341,000	2.58%	\$45	\$417,799,545	4.49%	\$76
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$909,418,245	9.76%	\$166
Total Other Revenue	\$0	0.00%	\$0	\$13,214,051	100.00%	\$1,735	\$9,315,235,513	100.00%	\$1,700
Subtotal: Operating and Other Revenue	\$63,625,793	100.00%	\$8,354	\$87,922,985	100.00%	\$11,545	\$68,546,403,172	100.00%	\$12,511

Source: Texas Education Agency

2019 - 2020 ACTUAL FINANCIAL DATA

- Receipts
- Fund Balances
- Disbursements
- Program Expenditures
- Tax Rates
- Unassigned Fund Balance Percentage

DISTRICT ACCREDITATION STATUS

CDN	DISTRICT NAME	ESC	2019 FIRST Rating	2019 Accountability Rating	2019-2020 Accreditation Status	Reason For Status	Notes
057904	CEDAR HILL ISD	10	A - Superior	B	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,199 total entries)

Previous

1

Next

*Because student performance is a key indicator in the state accreditation system, the TEA will suspend the assignment of accreditation statuses until the 2021-2022 school year under the authority of amended 19 TAC §97.1055. The amended rule, which became effective on February 24, 2020, may be viewed at <http://ritter.tea.state.tx.us/rules/tac/chapter097/ch097ee.html#97.1055>

- Each district annual report must include the 2019 - 2020 accreditation status according to TEC §39.051.
- Information on accreditation status is available online at <http://tea.texas.gov/accredstatus/>.
- Source: Texas Education Agency

DISTRICT AND CAMPUS PERFORMANCE GOALS 2021 - 2022

Cedar Hill ISD 2021 - 2022 Strategic Goals

Goal	Description	2021 - 2022 Target
1	Increase the percentage of scholars graduating CCMR from 53% to 75% by August 2024	64%
2	Increase the percentage of 3rd grade (All students) scholars Reading at/or above grade level from 32% to 70% by 2024	48%
3	Increase the percentage of Algebra 1 scholars scoring Meets or Above will increase from 52% to 75% by 2024	64%
4	Increase the percentage of scholars participating in extra-curricular or co-curricular from 50% to 90% by August 2025	60%

Texas Education Code, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives.

Source: CHISD Curriculum, Instruction, and Accountability Department

VIOLENT OR CRIMINAL INCIDENTS REPORT

Disciplinary Incident by Code and Campus 2020 - 2021 Cedar Hill ISD													
Action Code and Description	District	Cedar Hill High School	Cedar Hill Collegiate High School	Permenter Middle School	Bessie Coleman Middle School	Collegiate Academy Middle School	Bray Elementary	Plummer Elementary	High Pointe Elementary	Highlands Elementary	Waterford Oaks Elementary	Lake Ridge Elementary	Collegiate Prep Elementary
04 - Possessed, Sold, Used, Or Was Under	7	5		2									
21 - Violation Of Student Code Of Conduct	577	98		70	261	19	3	25	28	11	20	20	22
27 - Assault against employee/volunteer	1	1											
28 - Assault against someone other than school	1			1									
41 - Fighting/Mutual Combat	10			29	29		4	2	3	2	4	5	

Source: CHISD PEIMS

STUDENT PERFORMANCE IN POSTSECONDARY INSTITUTION 2016- 2017

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

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
CEDAR HILL ISD								
	057904003 CEDAR HILL COLLEGIATE H S							
	Four-Year Public University	73	15	9	11	22	16	0
	Two-Year Public Colleges	2						
	Independent Colleges & Universities	6						
	Not Trackable	1						
	Not Found	12						
	Total High School Graduates	94						
	057904001 CEDAR HILL H S							
	Four-Year Public University	101	25	19	19	21	15	2
	Two-Year Public Colleges	211	98	33	25	16	15	24
	Independent Colleges & Universities	15						
	Not Trackable	10						
	Not Found	236						
	Total High School Graduates	573						

Questions



THANK YOU

FOR MORE INFORMATION, PLEASE
CONTACT:

Brian Ward

Coordinator

brian.ward@chisd.net

972 - 291 - 1581 ext. 4312



A stylized graphic of the state of Texas in light gray. Overlaid on the right side of the map is a red bull's head, facing right. The bull has large, curved horns and a determined expression. The text "2020 - 2021 TEXAS ACADEMIC PERFORMANCE REPORT" is centered over the map.

2020 - 2021 TEXAS ACADEMIC PERFORMANCE REPORT

TAPR Guidelines

The intent of these guidelines is to help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report (TAPR). Please read these guidelines carefully.

These guidelines are not a substitute for districts' knowledge and full understanding of Texas Education Code (TEC), §39.306 and §39.362, or 19 Texas Administrative Code, §61.1022.

TEC, §39.306, requires each district's board of trustees to publish an annual report that includes the PDF TAPR as well as the information summarized below under "Annual Report".

Statute requires that each district's board of trustees hold a public hearing to discuss the district's annual report within 90 calendar days of receiving the PDF TAPR. Winter breaks do not count toward the 90 days. Within two weeks following the public meeting, each district must widely publish its annual report, including posting it on the district website and other public places. A preliminary and final 2020–21 PDF TAPR will be released. Districts that did not request a Senate Bill 1365 optional alternative evaluation may use the preliminary report to meet these requirements. Districts that requested an alternative evaluation must wait for the final campus report in January 2022.

1. **Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online reporting system as well, but the annual report must use the PDF TAPR. In addition to the PDF TAPR, a district's annual report must include the campus performance objectives and the progress toward those objectives, district accreditation status, each campus awarded a distinction designation or rated *F* (not applicable for 2021 because *Not Rated: Declared State of Disaster* was assigned to all campuses and no distinction designations were awarded), the district's current special education compliance status (included in the district PDF TAPR cover page), information on violent or criminal incidents and prevention and intervention policies, findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994, and information on the performance of the previous year's graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB). Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.

Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release this winter. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

2. **PEIMS Financial Standard Reports (2019–20 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at <http://tea.texas.gov/financialstandardreports/>.

For more information on the financial reports, please contact the State Funding Division at (512) 463-9238.

- 3. District Accreditation Status** Each district's annual report must include the 2020–21 accreditation status. Information on accreditation status is available online at <http://tea.texas.gov/accredstatus/>. The report must also include any campuses that earned a distinction designation or was rated *F* (not applicable for 2021 because *Not Rated: Declared State of Disaster* was assigned to all campuses and no distinction designations were awarded).
- 4. Campus Performance Objectives** TEC, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus' progress toward meeting those objectives must be included in the district's annual report.
- 5. Special Education Determination Status** (*district PDF TAPR only*) The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report.
- 6. Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:
 - The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
 - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
 - Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

For more information about the reporting of violent or criminal incidents during the Office of Civil Rights data collection, please visit <https://ocrdata.ed.gov/>.

- 7. Student Performance in Postsecondary Institutions** TEC, §51.403(e), requires postsecondary institutions in Texas to report student performance during the first year of enrollment after high school graduation to the high school from which students graduated. Districts must include this information in the annual report.

The THECB publishes a report listing this information for each high school in Texas (sorted by county and district) on its [website](#). The report is titled *Report of 2018–2019 High School Grads GPA in Higher Ed Report*. The first page explains the purpose of the report and data calculation methods.

If data for a district are masked due to small numbers of students, that district should still publish its section of the report, showing the masked data, just as it would publish any data that are masked in the TAPR. Questions about accessing these reports should be directed to the THECB at (512) 427-6153.

- 8. Public Hearings** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing.
- 9. Accessing the PDF TAPR** The TAPR is available through TEAL Accountability (<https://tealprod.tea.state.tx.us/TSP/TEASecurePortal/Access/LogonServlet>) or the TEA public website (<https://tea.texas.gov/perfreport/tapr/index.html>). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.

TEAL Accountability is for district use only and provides basic materials districts need to meet the legal requirements related to TAPR.

- 10. Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.
- 11. Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is separate from widely releasing the annual report to the public. While statute does not require a district to update its website with the latest TAPR after the 10th instructional day, TEA strongly encourages districts to update their websites with the 2020–21 TAPR.

- 12. Data Modification** By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct PEIMS data used in the TAPR per the procedures described in the *Texas Education Data Standards*. Districts must submit corrections for STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. Districts are also afforded an opportunity to correct data associated with College, Career, and Military Readiness (CCMR) via the CCMR Verifier prior to finalization. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.
- 13. Summary Report** In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.
- 14. Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists data sources, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.
- **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.
 - **PDF and Online System Data Sources** The PDF TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.
 - **The Accountability Subset** The PDF TAPR includes the 2019 and 2021 STAAR results of only those students enrolled in the campus or district as of the previous PEIMS October snapshot (October 26, 2018 and October 30, 2020, respectively). See the *TAPR Glossary* for a more complete explanation of the accountability subset criteria.
 - **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/masking.html>.
- 15. Recommended Meetings** Beyond the requirement to widely publish the district annual report and PDF TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.

2020 - 2021 TEXAS ACADEMIC PERFORMANCE REPORT

2020-21 Texas Academic Performance Report (TAPR)

District Name: CEDAR HILL ISD

Campus Name: CEDAR HILL H S

Campus Number: 057904001

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
CEDAR HILL H S (057904001) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	65%	64%	63%	63%	67%	-	80%	-	79%	30%	20%	65%	63%	59%	61%
	2019	68%	68%	62%	59%	72%	56%	*	86%	-	82%	26%	47%	63%	61%	60%	64%
At Meets Grade Level or Above	2021	50%	42%	40%	38%	41%	43%	-	40%	-	63%	20%	10%	40%	39%	35%	32%
	2019	50%	46%	39%	35%	49%	50%	*	57%	-	41%	19%	26%	39%	39%	34%	38%
At Masters Grade Level	2021	12%	5%	4%	4%	4%	0%	-	0%	-	11%	2%	0%	4%	5%	3%	0%
	2019	11%	7%	5%	4%	7%	11%	*	14%	-	14%	4%	5%	6%	4%	4%	3%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	73%	69%	66%	73%	87%	*	*	-	86%	34%	67%	70%	66%	67%	61%
	2019	68%	72%	66%	65%	69%	69%	*	*	-	76%	28%	27%	65%	69%	62%	62%
At Meets Grade Level or Above	2021	57%	57%	50%	48%	51%	73%	*	*	-	73%	25%	67%	51%	48%	50%	39%
	2019	49%	47%	37%	35%	42%	62%	*	*	-	53%	18%	18%	35%	40%	32%	35%
At Masters Grade Level	2021	11%	9%	5%	4%	8%	7%	*	*	-	9%	5%	0%	6%	5%	5%	5%
	2019	8%	7%	3%	2%	4%	23%	*	*	-	0%	11%	0%	3%	3%	3%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	54%	38%	37%	36%	36%	-	*	-	78%	32%	17%	32%	45%	36%	30%
	2019	85%	84%	77%	77%	76%	57%	-	*	-	77%	57%	77%	79%	74%	76%	70%
At Meets Grade Level or Above	2021	41%	20%	7%	6%	7%	14%	-	*	-	33%	17%	0%	6%	9%	7%	7%
	2019	61%	52%	36%	34%	43%	21%	-	*	-	31%	28%	15%	39%	32%	35%	50%
At Masters Grade Level	2021	23%	9%	1%	1%	2%	7%	-	*	-	0%	2%	0%	1%	1%	1%	0%
	2019	37%	29%	13%	12%	17%	14%	-	*	-	0%	4%	0%	13%	12%	12%	24%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	76%	72%	72%	66%	78%	-	*	-	87%	49%	77%	73%	70%	69%	66%
	2019	88%	85%	82%	80%	88%	71%	*	100%	-	100%	48%	83%	84%	81%	81%	83%
At Meets Grade Level or Above	2021	55%	42%	32%	32%	30%	39%	-	*	-	60%	26%	15%	35%	28%	27%	34%
	2019	62%	52%	45%	42%	50%	53%	*	57%	-	47%	21%	25%	46%	43%	41%	45%
At Masters Grade Level	2021	22%	12%	6%	5%	10%	0%	-	*	-	13%	0%	0%	6%	6%	4%	5%
	2019	25%	20%	13%	11%	16%	24%	*	43%	-	18%	6%	0%	13%	11%	11%	11%
End of Course U.S. History																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CEDAR HILL H S (057904001) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	88%	82%	79%	75%	88%	89%	-	80%	-	93%	44%	71%	81%	75%	72%	75%
	2019	93%	92%	93%	91%	99%	100%	*	*	*	94%	59%	80%	92%	93%	91%	100%
At Meets Grade Level or Above	2021	69%	59%	53%	48%	64%	78%	-	80%	-	64%	28%	29%	56%	49%	47%	54%
	2019	73%	71%	71%	69%	83%	63%	*	*	*	88%	29%	70%	72%	71%	67%	69%
At Masters Grade Level	2021	43%	28%	22%	17%	30%	67%	-	60%	-	43%	8%	29%	23%	20%	18%	18%
	2019	45%	38%	38%	34%	47%	50%	*	*	*	56%	16%	20%	39%	35%	33%	46%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	89%	84%	82%	88%	*	-	*	-	*	*	*	91%	33%	89%	*
At Meets Grade Level or Above	2021	69%	52%	45%	37%	65%	*	-	*	-	*	*	*	49%	11%	44%	*
At Masters Grade Level	2021	14%	0%	0%	0%	0%	*	-	*	-	*	*	*	0%	0%	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	66%	64%	66%	70%	*	81%	-	85%	38%	49%	67%	63%	62%	60%
	2019	78%	73%	75%	73%	79%	67%	88%	96%	*	86%	41%	62%	75%	74%	72%	72%
At Meets Grade Level or Above	2021	41%	30%	38%	35%	40%	47%	*	57%	-	61%	23%	18%	40%	34%	34%	34%
	2019	50%	42%	44%	42%	51%	49%	50%	61%	*	52%	22%	29%	46%	43%	40%	44%
At Masters Grade Level	2021	18%	10%	7%	6%	11%	10%	*	14%	-	15%	4%	4%	8%	7%	6%	5%
	2019	24%	17%	13%	12%	16%	21%	13%	35%	*	18%	7%	5%	14%	11%	11%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	66%	66%	64%	67%	75%	*	89%	-	83%	32%	38%	67%	64%	63%	61%
	2019	75%	72%	64%	61%	71%	61%	80%	88%	-	79%	27%	40%	64%	65%	61%	63%
At Meets Grade Level or Above	2021	45%	39%	45%	43%	46%	56%	*	67%	-	68%	23%	31%	46%	43%	42%	35%
	2019	48%	41%	38%	35%	46%	55%	40%	50%	-	46%	19%	23%	37%	39%	33%	37%
At Masters Grade Level	2021	18%	13%	5%	4%	6%	3%	*	0%	-	10%	4%	0%	5%	5%	4%	2%
	2019	21%	15%	4%	3%	6%	16%	0%	13%	-	8%	7%	3%	4%	4%	4%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	48%	45%	44%	45%	44%	-	*	-	80%	33%	23%	45%	44%	42%	37%
	2019	82%	76%	77%	77%	76%	57%	-	*	-	77%	57%	77%	79%	74%	76%	70%
At Meets Grade Level or Above	2021	37%	19%	13%	11%	17%	22%	-	*	-	30%	17%	0%	15%	9%	11%	13%
	2019	52%	42%	36%	34%	43%	21%	-	*	-	31%	28%	15%	39%	32%	35%	50%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CEDAR HILL H S (057904001) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	7%	1%	1%	2%	6%	-	*	-	0%	2%	0%	1%	1%	1%	0%
	2019	26%	19%	13%	12%	17%	14%	-	*	-	0%	4%	0%	13%	12%	12%	24%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	72%	72%	66%	78%	-	*	-	87%	49%	77%	73%	70%	69%	66%
	2019	81%	78%	82%	80%	88%	71%	*	100%	-	100%	48%	83%	84%	81%	81%	83%
At Meets Grade Level or Above	2021	44%	30%	32%	32%	30%	39%	-	*	-	60%	26%	15%	35%	28%	27%	34%
	2019	54%	45%	45%	42%	50%	53%	*	57%	-	47%	21%	25%	46%	43%	41%	45%
At Masters Grade Level	2021	20%	9%	6%	5%	10%	0%	-	*	-	13%	0%	0%	6%	6%	4%	5%
	2019	25%	18%	13%	11%	16%	24%	*	43%	-	18%	6%	0%	13%	11%	11%	11%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	63%	79%	75%	88%	89%	-	80%	-	93%	44%	71%	81%	75%	72%	75%
	2019	81%	77%	93%	91%	99%	100%	*	*	*	94%	59%	80%	92%	93%	91%	100%
At Meets Grade Level or Above	2021	49%	35%	53%	48%	64%	78%	-	80%	-	64%	28%	29%	56%	49%	47%	54%
	2019	55%	50%	71%	69%	83%	63%	*	*	*	88%	29%	70%	72%	71%	67%	69%
At Masters Grade Level	2021	29%	15%	22%	17%	30%	67%	-	60%	-	43%	8%	29%	23%	20%	18%	18%
	2019	33%	25%	38%	34%	47%	50%	*	*	*	56%	16%	20%	39%	35%	33%	46%

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- Indicates there are no students in the group.

Texas Education Agency
2018-19 Progress (TAPR)
CEDAR HILL H S (057904001) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	72	71	70	70	94	*	*	-	75	64	80	72	68	71	70
	2018	67	73	66	66	71	30	*	*	*	57	46	69	68	63	66	71
End of Course Algebra I	2019	75	71	60	59	67	35	-	*	-	59	50	50	65	54	60	62
	2018	72	67	*	*	-	-	-	-	-	-	-	-	-	*	*	-
All Grades Both Subjects	2019	69	68	66	65	68	63	*	60	-	67	57	62	69	61	65	64
	2018	69	68	66	66	71	30	*	*	*	57	46	69	68	63	66	71
All Grades ELA/Reading	2019	68	69	71	70	70	94	*	*	-	75	64	80	72	68	71	70
	2018	69	68	66	66	71	30	*	*	*	57	46	69	68	63	66	71
All Grades Mathematics	2019	70	67	60	59	67	35	-	*	-	59	50	50	65	54	60	62
	2018	70	67	*	*	-	-	-	-	-	-	-	-	-	*	*	-

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CEDAR HILL H S (057904001) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	66%	-	-	-	-	-	-	54%	-	55%	52%	64%	66%	55%	79%
	2019	78%	73%	75%	-	-	-	-	-	-	62%	*	63%		*		62%	
At Meets Grade Level or Above	2021	41%	30%	38%	-	-	-	-	-	-	31%	-	29%	37%	14%	38%	29%	54%
	2019	50%	42%	44%	-	-	-	-	-	-	30%	*	30%		*		30%	
At Masters Grade Level	2021	18%	10%	7%	-	-	-	-	-	-	2%	-	1%	7%	0%	7%	2%	18%
	2019	24%	17%	13%	-	-	-	-	-	-	6%	*	6%		*		6%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	66%	66%	-	-	-	-	-	-	54%	-	57%	42%	80%	66%	56%	81%
	2019	75%	72%	64%	-	-	-	-	-	-	48%	*	50%		*		49%	
At Meets Grade Level or Above	2021	45%	39%	45%	-	-	-	-	-	-	31%	-	31%	33%	20%	45%	30%	56%
	2019	48%	41%	38%	-	-	-	-	-	-	20%	*	20%		*		19%	
At Masters Grade Level	2021	18%	13%	5%	-	-	-	-	-	-	2%	-	2%	0%	0%	5%	2%	6%
	2019	21%	15%	4%	-	-	-	-	-	-	0%	*	0%		*		0%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	48%	45%	-	-	-	-	-	-	30%	-	31%	*	*	45%	30%	58%
	2019	82%	76%	77%	-	-	-	-	-	-	63%	-	63%		-		63%	
At Meets Grade Level or Above	2021	37%	19%	13%	-	-	-	-	-	-	10%	-	6%	*	*	13%	9%	25%
	2019	52%	42%	36%	-	-	-	-	-	-	41%	-	41%		-		41%	
At Masters Grade Level	2021	18%	7%	1%	-	-	-	-	-	-	0%	-	0%	*	*	1%	0%	0%
	2019	26%	19%	13%	-	-	-	-	-	-	9%	-	9%		-		9%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	62%	72%	-	-	-	-	-	-	58%	-	58%	60%	60%	72%	59%	90%
	2019	81%	78%	82%	-	-	-	-	-	-	74%	-	74%		*		74%	
At Meets Grade Level or Above	2021	44%	30%	32%	-	-	-	-	-	-	33%	-	32%	40%	20%	32%	31%	40%
	2019	54%	45%	45%	-	-	-	-	-	-	26%	-	26%		*		29%	
At Masters Grade Level	2021	20%	9%	6%	-	-	-	-	-	-	4%	-	0%	20%	0%	6%	3%	10%
	2019	25%	18%	13%	-	-	-	-	-	-	6%	-	6%		*		6%	
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	63%	79%	-	-	-	-	-	-	74%	-	69%	83%	*	79%	75%	82%
	2019	81%	77%	93%	-	-	-	-	-	-	100%	-	100%		-		100%	
At Meets Grade Level or Above	2021	49%	35%	53%	-	-	-	-	-	-	47%	-	46%	50%	*	53%	45%	73%
	2019	55%	50%	71%	-	-	-	-	-	-	67%	-	67%		-		67%	
At Masters Grade Level	2021	29%	15%	22%	-	-	-	-	-	-	5%	-	0%	17%	*	21%	5%	50%
	2019	33%	25%	38%	-	-	-	-	-	-	33%	-	33%		-		33%	

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CEDAR HILL H S (057904001) - CEDAR HILL ISD - DALLAS COUNTY

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

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
CEDAR HILL H S (057904001) - CEDAR HILL ISD - DALLAS COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	87%	84%	84%	85%	87%	*	92%	*	79%	68%	86%	88%	79%	83%	89%
Included in Accountability	83%	83%	79%	80%	78%	81%	*	84%	*	73%	63%	86%	85%	71%	80%	76%
Not Included in Accountability: Mobile	3%	4%	4%	4%	4%	5%	*	0%	*	6%	4%	0%	1%	8%	2%	2%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	4%	1%	*	8%	*	0%	1%	0%	1%	1%	1%	11%
Not Tested	12%	13%	16%	16%	15%	13%	*	8%	*	21%	32%	14%	12%	21%	17%	11%
Absent	2%	3%	4%	4%	5%	4%	*	4%	*	4%	8%	4%	4%	5%	5%	4%
Other	10%	10%	11%	12%	10%	9%	*	4%	*	17%	24%	11%	9%	16%	13%	7%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	99%	99%	100%	96%	90%	100%	*	99%	98%	99%	99%	99%	99%	100%
Included in Accountability	94%	94%	92%	93%	92%	79%	80%	96%	*	94%	93%	89%	95%	88%	94%	92%
Not Included in Accountability: Mobile	4%	6%	6%	6%	6%	13%	0%	4%	*	4%	4%	10%	3%	11%	4%	1%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	2%	3%	10%	0%	*	0%	1%	0%	1%	0%	1%	7%
Not Tested	1%	0%	1%	1%	0%	4%	10%	0%	*	1%	2%	1%	1%	1%	1%	0%
Absent	1%	0%	1%	1%	0%	3%	10%	0%	*	0%	1%	1%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	1%	0%	0%	*	1%	0%	0%	0%	0%	0%	0%

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CEDAR HILL H S (057904001) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	98.0%	98.2%	97.6%	98.1%	*	98.4%	*	97.6%	97.8%	98.1%	98.1%
2018-19	95.4%	95.7%	94.3%	94.5%	93.9%	92.9%	93.6%	94.9%	*	94.2%	92.9%	94.0%	94.8%
Chronic Absenteeism													
2019-20	6.7%	7.4%	12.5%	12.2%	14.1%	8.3%	0.0%	15.8%	*	12.8%	15.4%	12.5%	11.7%
2018-19	11.4%	10.9%	16.2%	15.8%	16.6%	23.4%	28.6%	14.3%	*	15.8%	23.9%	17.5%	16.1%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.4%	1.6%	1.5%	1.8%	1.6%	0.0%	0.0%	*	1.3%	3.5%	1.7%	1.3%
2018-19	1.9%	1.3%	1.5%	1.3%	1.2%	6.3%	14.3%	0.0%	*	1.3%	2.0%	1.3%	1.6%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	94.3%	93.6%	95.1%	90.5%	75.0%	*	100.0%	*	93.8%	68.3%	92.9%	92.3%
Received TxCHSE	0.4%	0.3%	0.4%	0.2%	1.1%	0.0%	*	0.0%	*	0.0%	0.0%	0.6%	0.0%
Continued HS	3.9%	1.9%	2.2%	2.4%	2.1%	0.0%	*	0.0%	*	0.0%	19.5%	3.1%	0.0%
Dropped Out	5.4%	3.5%	3.9%	2.2%	6.3%	25.0%	*	0.0%	*	6.3%	12.2%	3.4%	7.7%
Graduates and TxCHSE	90.7%	94.6%	93.9%	95.4%	91.6%	75.0%	*	100.0%	*	93.8%	68.3%	93.5%	92.3%
Graduates, TxCHSE, and Continuers	94.6%	96.5%	96.1%	97.8%	93.7%	75.0%	*	100.0%	*	93.8%	87.8%	96.6%	92.3%
Class of 2019													
Graduated	90.0%	96.7%	96.6%	97.4%	94.5%	95.0%	*	*	-	100.0%	98.0%	97.0%	100.0%
Received TxCHSE	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.7%	0.9%	1.0%	0.9%	1.6%	0.0%	*	*	-	0.0%	0.0%	1.1%	0.0%
Dropped Out	5.9%	2.5%	2.4%	1.7%	3.9%	5.0%	*	*	-	0.0%	2.0%	1.9%	0.0%
Graduates and TxCHSE	90.4%	96.7%	96.6%	97.4%	94.5%	95.0%	*	*	-	100.0%	98.0%	97.0%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	97.5%	97.6%	98.3%	96.1%	95.0%	*	*	-	100.0%	98.0%	98.1%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	97.5%	97.6%	98.3%	96.1%	95.2%	*	*	-	100.0%	98.0%	98.1%	100.0%
Received TxCHSE	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	2.5%	2.4%	1.7%	3.9%	4.8%	*	*	-	0.0%	2.0%	1.9%	0.0%
Graduates and TxCHSE	92.6%	97.5%	97.6%	98.3%	96.1%	95.2%	*	*	-	100.0%	98.0%	98.1%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	97.5%	97.6%	98.3%	96.1%	95.2%	*	*	-	100.0%	98.0%	98.1%	100.0%

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CEDAR HILL H S (057904001) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2018													
Graduated	92.2%	95.7%	94.8%	95.3%	94.1%	94.7%	*	*	*	93.3%	89.8%	95.1%	*
Received TxCHSE	0.6%	0.2%	0.2%	0.3%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	*
Continued HS	1.1%	0.2%	0.2%	0.0%	1.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	4.0%	4.8%	4.5%	4.9%	5.3%	*	*	*	6.7%	10.2%	4.9%	*
Graduates and TxCHSE	92.8%	95.8%	95.0%	95.5%	94.1%	94.7%	*	*	*	93.3%	89.8%	95.1%	*
Graduates, TxCHSE, and Continuers	93.9%	96.0%	95.2%	95.5%	95.1%	94.7%	*	*	*	93.3%	89.8%	95.1%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	95.8%	95.0%	95.3%	95.1%	94.7%	*	*	*	93.3%	89.8%	95.1%	*
Received TxCHSE	0.7%	0.2%	0.2%	0.3%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	*
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	4.0%	4.8%	4.5%	4.9%	5.3%	*	*	*	6.7%	10.2%	4.9%	*
Graduates and TxCHSE	93.3%	96.0%	95.2%	95.5%	95.1%	94.7%	*	*	*	93.3%	89.8%	95.1%	*
Graduates, TxCHSE, and Continuers	93.9%	96.0%	95.2%	95.5%	95.1%	94.7%	*	*	*	93.3%	89.8%	95.1%	*
Class of 2017													
Graduated	92.4%	93.9%	93.3%	93.1%	95.4%	81.0%	*	*	-	100.0%	84.8%	93.3%	*
Received TxCHSE	0.7%	0.6%	0.8%	1.1%	0.0%	0.0%	*	*	-	0.0%	0.0%	1.0%	*
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Dropped Out	6.3%	5.4%	5.9%	5.8%	4.6%	19.0%	*	*	-	0.0%	15.2%	5.7%	*
Graduates and TxCHSE	93.2%	94.6%	94.1%	94.2%	95.4%	81.0%	*	*	-	100.0%	84.8%	94.3%	*
Graduates, TxCHSE, and Continuers	93.7%	94.6%	94.1%	94.2%	95.4%	81.0%	*	*	-	100.0%	84.8%	94.3%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	93.7%	92.9%	94.4%	89.6%	75.0%	*	100.0%	*	93.8%	66.7%	92.0%	92.3%
Class of 2019	90.0%	96.2%	96.1%	97.4%	93.0%	90.5%	*	*	-	100.0%	92.5%	97.0%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	*	*	-	-	-	-	-	-	-	*	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.4%	2.7%	3.1%	2.3%	0.0%	*	0.0%	*	0.0%	25.0%	2.7%	0.0%
Class of 2019	4.2%	0.2%	0.2%	0.0%	0.8%	0.0%	-	*	-	0.0%	3.1%	0.3%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	94.5%	93.5%	93.6%	91.9%	91.7%	*	100.0%	*	100.0%	53.6%	93.3%	100.0%
Class of 2019	83.5%	92.1%	90.9%	89.8%	93.2%	94.4%	-	*	-	93.8%	6.3%	89.5%	75.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CEDAR HILL H S (057904001) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	96.8%	96.3%	96.7%	94.2%	91.7%	*	100.0%	*	100.0%	78.6%	96.0%	100.0%
Class of 2019	87.6%	92.2%	91.1%	89.9%	94.1%	94.4%	-	*	-	93.8%	9.4%	89.9%	75.0%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	20.0%	20.0%	*	-	*	-	-	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	2.6%	3.0%	3.3%	3.3%	0.0%	*	0.0%	*	0.0%	23.3%	2.9%	0.0%
2018-19	4.4%	0.2%	0.2%	0.0%	0.8%	0.0%	-	*	-	0.0%	3.1%	0.3%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	93.4%	92.4%	92.5%	90.0%	92.3%	*	100.0%	*	100.0%	53.3%	92.6%	100.0%
2018-19	82.1%	92.3%	91.2%	90.5%	91.7%	100.0%	-	*	-	93.8%	6.3%	89.8%	75.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	96.1%	95.4%	95.7%	93.3%	92.3%	*	100.0%	*	100.0%	76.7%	95.5%	100.0%
2018-19	85.9%	91.9%	90.7%	90.1%	92.5%	89.5%	-	*	-	93.8%	9.1%	90.1%	75.0%

Texas Education Agency
2020-21 Graduation Profile (TAPR)
CEDAR HILL H S (057904001) - CEDAR HILL ISD - DALLAS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	525	100.0%	610	360,220
By Ethnicity:				
African American	398	75.8%	443	44,729
Hispanic	90	17.1%	123	184,060
White	13	2.5%	16	105,215
American Indian	2	0.4%	2	1,226
Asian	6	1.1%	9	17,126
Pacific Islander	1	0.2%	1	557
Two or More Races	15	2.9%	16	7,307
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	952
Foundation H.S. Program (No Endorsement)	24	4.6%	24	49,535
Foundation H.S. Program (Endorsement)	16	3.0%	16	15,689
Foundation H.S. Program (DLA)	485	92.4%	570	292,532
Special Education Graduates	30	5.7%	30	29,018
Economically Disadvantaged Graduates	309	58.9%	341	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	12	2.3%	18	29,639
At-Risk Graduates	138	26.3%	148	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
CEDAR HILL H S (057904001) - CEDAR HILL ISD - DALLAS COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	42.6%	33.3%	29.9%	40.0%	69.2%	*	50.0%	*	53.3%	86.7%	31.1%	25.0%
2018-19	72.9%	61.9%	55.7%	52.2%	64.8%	67.5%	-	*	-	56.3%	56.9%	54.6%	62.5%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	36.4%	26.1%	22.1%	32.2%	69.2%	*	50.0%	*	53.3%	3.3%	23.9%	0.0%
2018-19	53.0%	35.1%	24.4%	21.3%	27.9%	50.0%	-	*	-	37.5%	2.0%	20.9%	37.5%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	60.2%	53.7%	52.3%	56.7%	76.9%	*	50.0%	*	66.7%	6.7%	51.1%	33.3%
2018-19	60.7%	48.3%	40.0%	37.3%	39.3%	70.0%	-	*	-	68.8%	5.9%	37.0%	50.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	34.3%	24.0%	20.9%	28.9%	46.2%	*	50.0%	*	46.7%	16.7%	22.7%	0.0%
2018-19	48.6%	29.5%	18.5%	16.2%	19.7%	50.0%	-	*	-	25.0%	2.0%	15.2%	25.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	31.3%	20.6%	17.6%	24.4%	46.2%	*	50.0%	*	46.7%	3.3%	19.4%	0.0%
2018-19	44.2%	28.9%	17.8%	15.5%	18.9%	50.0%	-	*	-	25.0%	2.0%	14.3%	25.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	9.0%	7.2%	4.8%	11.1%	30.8%	*	16.7%	*	26.7%	0.0%	4.5%	0.0%
2018-19	21.1%	8.8%	8.6%	5.3%	15.6%	25.0%	-	*	-	12.5%	0.0%	7.7%	12.5%
Associate Degree (Annual Graduates)													
2019-20	2.1%	12.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2018-19	1.9%	14.5%	2.3%	2.2%	1.6%	5.0%	-	*	-	6.3%	0.0%	1.1%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	23.0%	10.5%	9.8%	10.0%	23.1%	*	33.3%	*	13.3%	0.0%	8.1%	0.0%
2018-19	23.1%	21.9%	9.1%	8.5%	7.4%	25.0%	-	*	-	18.8%	0.0%	6.3%	12.5%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	7.4%	8.6%	8.5%	11.1%	7.7%	*	0.0%	*	0.0%	86.7%	8.7%	25.0%
2018-19	40.4%	34.0%	39.5%	38.5%	47.1%	27.5%	-	*	-	28.1%	56.9%	40.1%	43.8%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	3.1%	3.6%	3.3%	6.7%	0.0%	*	0.0%	*	0.0%	3.3%	4.2%	16.7%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
CEDAR HILL H S (057904001) - CEDAR HILL ISD - DALLAS COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	7.6%	8.9%	7.5%	14.8%	5.0%	-	*	-	6.3%	3.9%	8.3%	12.5%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2018-19	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	2.0%	2.3%	2.8%	1.1%	0.0%	*	0.0%	*	0.0%	36.7%	1.9%	0.0%
2018-19	2.3%	3.1%	3.7%	3.9%	3.3%	5.0%	-	*	-	0.0%	37.3%	3.7%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	3.8%	4.4%	4.5%	4.4%	7.7%	*	0.0%	*	0.0%	76.7%	4.2%	8.3%
2018-19	2.7%	0.4%	0.5%	0.5%	0.8%	0.0%	-	*	-	0.0%	5.9%	0.9%	0.0%

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
CEDAR HILL H S (057904001) - CEDAR HILL ISD - DALLAS COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	44.6%	36.2%	34.2%	35.6%	76.9%	*	50.0%	*	60.0%	3.3%	34.3%	16.7%
	2018-19	33.4%	36.0%	26.4%	24.0%	28.7%	40.0%	-	*	-	50.0%	3.9%	23.8%	37.5%
Mathematics	2019-20	21.2%	23.6%	11.6%	10.8%	8.9%	23.1%	*	50.0%	*	26.7%	0.0%	10.7%	0.0%
	2018-19	24.7%	23.5%	11.9%	10.4%	13.9%	25.0%	-	*	-	12.5%	2.0%	9.7%	25.0%
Both Subjects	2019-20	16.4%	21.1%	9.3%	8.3%	7.8%	23.1%	*	50.0%	*	20.0%	0.0%	9.1%	0.0%
	2018-19	18.8%	20.8%	9.1%	8.0%	10.7%	20.0%	-	*	-	12.5%	2.0%	6.6%	25.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	4.8%	5.5%	5.8%	6.7%	0.0%	*	0.0%	*	0.0%	3.3%	6.1%	8.3%
	2018-19	5.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2019-20	9.7%	4.4%	5.1%	4.8%	6.7%	7.7%	*	0.0%	*	0.0%	16.7%	5.2%	0.0%
	2018-19	7.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Both Subjects	2019-20	4.2%	0.2%	0.2%	0.3%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2018-19	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	14.0%	15.5%	13.7%	20.6%	20.0%	0.0%	33.3%	*	22.9%	0.9%	12.7%	19.0%
	2019	25.2%	20.6%	23.2%	21.0%	27.3%	37.5%	*	42.9%	*	38.7%	1.8%	19.6%	22.2%
English Language Arts	2020	12.7%	7.4%	8.6%	9.2%	5.5%	6.7%	0.0%	0.0%	*	17.1%	0.0%	6.6%	0.0%
	2019	14.5%	11.0%	12.8%	13.0%	8.8%	18.8%	*	14.3%	*	29.0%	0.0%	10.7%	0.0%
Mathematics	2020	6.4%	2.1%	1.8%	1.4%	3.0%	0.0%	0.0%	22.2%	*	2.9%	0.0%	1.7%	0.0%
	2019	7.4%	3.9%	3.7%	2.7%	5.4%	12.5%	*	14.3%	*	9.7%	0.0%	2.1%	5.6%
Science	2020	9.4%	3.3%	3.8%	2.7%	5.5%	10.0%	0.0%	22.2%	*	8.6%	0.0%	2.3%	0.0%
	2019	10.4%	5.9%	6.9%	5.9%	7.8%	15.6%	*	28.6%	*	12.9%	0.0%	4.5%	0.0%
Social Studies	2020	12.4%	5.9%	6.8%	6.6%	7.5%	13.3%	0.0%	0.0%	*	5.7%	0.0%	5.7%	0.0%
	2019	13.9%	9.0%	10.5%	9.9%	9.3%	18.8%	*	42.9%	*	19.4%	0.0%	8.5%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	33.7%	32.1%	21.8%	53.7%	83.3%	-	*	-	25.0%	*	33.7%	*
	2019	51.0%	23.6%	23.2%	15.2%	37.5%	58.3%	-	*	-	33.3%	*	21.5%	*
English Language Arts	2020	50.1%	19.4%	19.4%	14.9%	27.3%	*	-	-	-	33.3%	-	20.9%	-
	2019	41.2%	7.1%	7.1%	3.8%	11.1%	50.0%	-	*	-	11.1%	-	4.2%	-
Mathematics	2020	56.5%	26.9%	15.0%	9.1%	16.7%	-	-	*	-	*	-	18.2%	-
	2019	52.2%	26.0%	24.4%	22.7%	9.1%	*	-	*	-	*	-	28.6%	*
Science	2020	47.6%	31.7%	31.7%	27.3%	36.4%	*	-	*	-	*	-	33.3%	-
	2019	40.6%	6.7%	6.7%	4.2%	6.3%	20.0%	-	*	-	*	-	6.7%	-

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
CEDAR HILL H S (057904001) - CEDAR HILL ISD - DALLAS COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	17.6%	17.6%	15.1%	20.0%	*	-	-	-	*	-	18.9%	-
	2019	46.3%	21.7%	21.7%	18.5%	10.5%	66.7%	-	*	-	50.0%	-	14.3%	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	95.4%	94.5%	95.7%	86.7%	92.3%	*	83.3%	*	100.0%	93.8%	94.5%	83.3%
	2018-19	75.0%	64.5%	59.0%	63.2%	39.3%	75.0%	-	*	-	68.8%	20.0%	60.6%	50.0%
At/Above Criterion for All Examinees	2019-20	35.7%	20.8%	12.5%	9.2%	20.5%	33.3%	*	40.0%	*	31.3%	0.0%	11.3%	0.0%
	2018-19	36.1%	27.9%	18.0%	13.8%	22.9%	60.0%	-	*	-	36.4%	0.0%	14.4%	*
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	939	906	894	937	1021	*	998	*	971	728	896	838
	2018-19	1027	985	943	915	1004	1096	-	*	-	970	761	927	*
English Language Arts and Writing	2019-20	513	478	461	455	476	521	*	498	*	500	366	455	430
	2018-19	517	506	485	472	514	560	-	*	-	502	383	474	*
Mathematics	2019-20	506	461	445	438	462	500	*	500	*	471	362	441	408
	2018-19	510	479	457	443	490	536	-	*	-	468	379	453	*
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	19	18	17	20	*	*	*	-	18	*	18	*
	2018-19	21	19	18	18	19	21	-	*	-	20	13	17	*
English Language Arts	2019-20	20	19	18	17	20	*	*	*	-	18	*	17	*
	2018-19	20	19	18	18	18	20	-	*	-	21	13	17	*
Mathematics	2019-20	20	18	17	17	18	*	*	*	-	18	*	17	*
	2018-19	20	19	18	17	19	21	-	*	-	20	14	17	*
Science	2019-20	21	20	19	18	21	*	*	*	-	19	*	18	*
	2018-19	21	20	19	18	19	22	-	*	-	21	13	18	*

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
CEDAR HILL H S (057904001) - CEDAR HILL ISD - DALLAS COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	50.8%	43.7%	42.4%	47.1%	39.2%	83.3%	55.6%	*	49.3%	17.0%	39.7%	31.5%
	2018-19	44.6%	45.7%	37.1%	36.6%	37.3%	44.8%	0.0%	28.6%	*	47.1%	19.8%	34.6%	11.3%
English Language Arts	2019-20	18.2%	17.4%	8.9%	9.3%	6.4%	8.3%	33.3%	0.0%	*	16.4%	0.5%	6.6%	0.0%
	2018-19	17.8%	19.1%	9.4%	9.5%	7.2%	16.1%	0.0%	15.4%	*	15.9%	0.5%	7.5%	0.0%
Mathematics	2019-20	20.7%	20.0%	18.6%	18.2%	18.9%	23.3%	33.3%	29.4%	*	19.1%	5.8%	16.3%	7.0%
	2018-19	20.4%	21.1%	18.0%	16.6%	20.4%	29.5%	0.0%	21.4%	*	27.7%	8.6%	16.8%	8.2%
Science	2019-20	22.4%	26.2%	26.7%	26.9%	25.2%	32.7%	50.0%	35.3%	*	25.0%	13.9%	23.5%	18.1%
	2018-19	21.7%	25.7%	25.6%	25.9%	25.1%	27.4%	0.0%	14.3%	*	25.0%	18.7%	24.5%	6.6%
Social Studies	2019-20	24.6%	24.4%	16.3%	15.9%	15.4%	20.4%	33.3%	33.3%	*	25.0%	1.4%	15.1%	2.7%
	2018-19	23.6%	19.2%	9.8%	9.3%	9.4%	16.4%	0.0%	28.6%	*	18.2%	0.5%	7.4%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	61.0%	70.9%	72.1%	71.1%	38.5%	*	83.3%	*	60.0%	70.0%	73.1%	50.0%
	2018-19	59.0%	53.1%	61.8%	60.8%	70.5%	40.0%	-	*	-	56.3%	52.9%	63.0%	62.5%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	61.0%	56.9%	57.9%	51.6%	65.0%	-	*	-	62.5%	32.7%	54.2%	37.5%
	2017-18	53.4%	63.8%	59.8%	62.3%	49.5%	66.7%	-	*	*	57.1%	42.9%	59.4%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	69.6%	37.9%	29.5%	62.5%	60.0%	-	-	-	*	-	41.7%	-
	2017-18	60.7%	43.5%	27.8%	25.5%	29.5%	58.3%	-	*	-	42.9%	13.6%	22.2%	*

Texas Education Agency
2020-21 Student Information (TAPR)
CEDAR HILL H S (057904001) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	2,276	100.0%	7,250	5,359,040	2,277	100.0%	7,253	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	2.6%	3.7%	0	0.0%	2.6%	3.7%
Kindergarten	0	0.0%	5.2%	6.7%	0	0.0%	5.2%	6.7%
Grade 1	0	0.0%	5.9%	7.1%	0	0.0%	5.9%	7.1%
Grade 2	0	0.0%	5.9%	7.1%	0	0.0%	5.9%	7.1%
Grade 3	0	0.0%	5.8%	7.1%	0	0.0%	5.8%	7.1%
Grade 4	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 5	0	0.0%	6.8%	7.4%	0	0.0%	6.8%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.8%
Grade 8	0	0.0%	8.5%	7.9%	0	0.0%	8.5%	7.9%
Grade 9	600	26.4%	9.9%	8.1%	600	26.4%	9.9%	8.1%
Grade 10	600	26.4%	9.5%	7.8%	600	26.4%	9.5%	7.8%
Grade 11	564	24.8%	9.0%	7.2%	564	24.8%	8.9%	7.2%
Grade 12	512	22.5%	8.2%	6.8%	513	22.5%	8.2%	6.8%
Ethnic Distribution:								
African American	1,637	71.9%	65.9%	12.7%	1,637	71.9%	65.9%	12.7%
Hispanic	474	20.8%	25.7%	52.9%	474	20.8%	25.7%	52.9%
White	64	2.8%	2.8%	26.5%	65	2.9%	2.8%	26.5%
American Indian	4	0.2%	0.3%	0.3%	4	0.2%	0.3%	0.3%
Asian	17	0.7%	1.0%	4.7%	17	0.7%	1.0%	4.7%
Pacific Islander	1	0.0%	0.0%	0.2%	1	0.0%	0.0%	0.2%
Two or More Races	79	3.5%	4.2%	2.7%	79	3.5%	4.2%	2.7%
Sex:								
Female	1,070	47.0%	48.0%	48.9%	1,071	47.0%	48.0%	48.9%
Male	1,206	53.0%	52.0%	51.1%	1,206	53.0%	52.0%	51.1%
Economically Disadvantaged	1,384	60.8%	62.1%	60.3%	1,384	60.8%	62.1%	60.2%
Non-Educationally Disadvantaged	892	39.2%	37.9%	39.7%	893	39.2%	37.9%	39.8%
Section 504 Students	112	4.9%	4.3%	7.2%	112	4.9%	4.3%	7.2%
EB Students/EL	94	4.1%	8.1%	20.7%	94	4.1%	8.1%	20.6%
Students w/ Disciplinary Placements (2019-20)	106	4.3%	1.6%	1.2%				
Students w/ Dyslexia	48	2.1%	2.2%	4.5%	48	2.1%	2.2%	4.5%
Foster Care	24	1.1%	1.0%	0.3%	24	1.1%	1.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
CEDAR HILL H S (057904001) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	9	0.4%	0.4%	2.0%	9	0.4%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	63.5%	64.5%	0	0.0%	63.5%	64.5%
Military Connected	59	2.6%	2.2%	2.7%	59	2.6%	2.2%	2.7%
At-Risk	887	39.0%	39.9%	49.2%	887	39.0%	39.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	97	4.3%	8.4%	21.0%	97	4.3%	8.4%	20.9%
Gifted and Talented Education	56	2.5%	5.5%	8.3%	56	2.5%	5.5%	8.3%
Special Education	225	9.9%	8.1%	11.1%	226	9.9%	8.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	225							
By Type of Primary Disability								
Students with Intellectual Disabilities	123	54.7%	45.8%	42.5%				
Students with Physical Disabilities	10	4.4%	12.3%	21.3%				
Students with Autism	36	16.0%	18.9%	14.1%				
Students with Behavioral Disabilities	56	24.9%	21.0%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	2.0%	1.5%				
Mobility (2019-20):								
Total Mobile Students	373	15.1%	14.1%	13.8%				
By Ethnicity:								
African American	260	10.5%	9.3%	2.8%				
Hispanic	84	3.4%	3.2%	7.1%				
White	17	0.7%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	2	0.1%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	10	0.4%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	51	19.8%	17.8%	16.5%				
Count and Percent of EB Students/EL who are Mobile	6	7.7%	7.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	227	14.3%	13.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	267	15.1%	17.6%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
CEDAR HILL H S (057904001) - CEDAR HILL ISD - DALLAS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.8%	1.4%	-	0.0%	4.8%
Grade 1	-	1.3%	1.9%	-	0.0%	3.2%
Grade 2	-	0.8%	1.0%	-	0.0%	1.4%
Grade 3	-	0.9%	0.5%	-	0.0%	0.6%
Grade 4	-	0.0%	0.3%	-	1.9%	0.4%
Grade 5	-	0.2%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.5%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	3.1%	2.6%	4.7%	1.6%	1.6%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.5	17.7
Grade 1	-	17.6	18.0
Grade 2	-	17.9	18.0
Grade 3	-	18.5	18.2
Grade 4	-	19.1	18.3
Grade 5	-	19.2	19.8
Grade 6	-	21.8	19.4
Secondary:			
English/Language Arts	22.7	22.7	15.7
Foreign Languages	26.4	25.7	17.8
Mathematics	27.4	25.1	16.9
Science	25.3	25.0	17.9
Social Studies	23.4	23.9	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
CEDAR HILL H S (057904001) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	172.9	100.0%	100.0%	100.0%
Professional Staff:	157.1	90.9%	69.2%	64.3%
Teachers	134.4	77.7%	52.1%	49.6%
Professional Support	14.1	8.2%	11.1%	10.6%
Campus Administration (School Leadership)	8.5	4.9%	3.0%	3.0%
Educational Aides:	15.8	9.1%	8.7%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	5.0	4,290.0
Part-time Librarians	0.0	n/a	1.0	582.0
Full-time Counselors	6.0	n/a	20.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	122.2	70.6%	75.0%	51.5%
Teachers by Ethnicity:				
African American	83.2	61.9%	59.1%	11.1%
Hispanic	6.5	4.8%	9.8%	28.4%
White	41.8	31.1%	26.3%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	1.5%	1.3%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	1.0	0.7%	3.0%	1.2%
Teachers by Sex:				
Males	69.8	52.0%	27.2%	23.8%
Females	64.6	48.0%	72.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	6.3	4.7%	5.9%	1.2%
Bachelors	71.0	52.8%	62.3%	73.0%
Masters	55.1	41.0%	31.2%	25.0%
Doctorate	2.0	1.5%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	10.5	7.8%	9.1%	6.7%
1-5 Years Experience	42.0	31.3%	32.1%	27.8%
6-10 Years Experience	31.1	23.2%	23.5%	20.3%
11-20 Years Experience	38.7	28.8%	27.6%	29.1%
21-30 Years Experience	8.1	6.0%	6.1%	13.0%
Over 30 Years Experience	4.0	3.0%	1.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
CEDAR HILL H S (057904001) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	16.9	n/a	15.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	4.1	6.4
Average Years Experience of Principals with District	5.5	3.0	5.5
Average Years Experience of Assistant Principals	7.6	7.0	5.5
Average Years Experience of Assistant Principals with District	5.9	5.7	4.8
Average Years Experience of Teachers:	9.6	8.8	11.2
Average Years Experience of Teachers with District:	3.8	4.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,587	\$54,281	\$50,849
1-5 Years Experience	\$58,468	\$56,101	\$53,288
6-10 Years Experience	\$60,164	\$57,833	\$56,282
11-20 Years Experience	\$63,586	\$61,142	\$59,900
21-30 Years Experience	\$70,207	\$64,941	\$64,637
Over 30 Years Experience	\$73,994	\$70,762	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$61,197	\$58,497	\$57,641
Professional Support	\$69,124	\$71,401	\$68,030
Campus Administration (School Leadership)	\$83,869	\$82,785	\$83,424
Instructional Staff Percent:	n/a	65.1%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.9%	6.2%
Career and Technical Education	22.1	16.5%	6.8%	5.1%
Compensatory Education	4.9	3.6%	1.9%	2.8%
Gifted and Talented Education	0.0	0.0%	4.2%	1.8%
Regular Education	87.5	65.1%	69.1%	71.0%
Special Education	6.2	4.6%	7.1%	9.4%
Other	13.8	10.2%	9.9%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
CEDAR HILL H S (057904001) - CEDAR HILL ISD - DALLAS COUNTY

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

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: CEDAR HILL ISD

Campus Name: CEDAR HILL COLLEGIATE H S

Campus Number: 057904003

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
CEDAR HILL COLLEGIATE H S (057904003) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	65%	91%	100%	86%	*	-	*	-	*	-	-	89%	93%	86%	83%
	2019	68%	68%	96%	89%	100%	*	-	-	-	*	*	-	90%	100%	93%	*
At Meets Grade Level or Above	2021	50%	42%	79%	100%	57%	*	-	*	-	*	-	-	74%	87%	64%	50%
	2019	50%	46%	92%	89%	90%	*	-	-	-	*	*	-	80%	100%	93%	*
At Masters Grade Level	2021	12%	5%	26%	27%	21%	*	-	*	-	*	-	-	11%	47%	14%	0%
	2019	11%	7%	29%	22%	30%	*	-	-	-	*	*	-	20%	36%	36%	*
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	73%	100%	100%	100%	*	-	*	-	*	*	*	100%	100%	100%	100%
	2019	68%	72%	99%	98%	100%	100%	-	100%	-	100%	-	*	99%	100%	100%	100%
At Meets Grade Level or Above	2021	57%	57%	94%	92%	97%	*	-	*	-	*	*	*	95%	91%	89%	89%
	2019	49%	47%	92%	94%	88%	90%	-	100%	-	100%	-	*	91%	93%	90%	83%
At Masters Grade Level	2021	11%	9%	27%	27%	28%	*	-	*	-	*	*	*	33%	9%	30%	33%
	2019	8%	7%	29%	29%	27%	30%	-	40%	-	20%	-	*	24%	38%	24%	8%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	54%	83%	86%	80%	-	-	-	-	-	-	-	*	88%	*	*
	2019	85%	84%	100%	100%	100%	*	-	-	-	*	-	-	100%	100%	100%	*
At Meets Grade Level or Above	2021	41%	20%	42%	43%	40%	-	-	-	-	-	-	-	*	63%	*	*
	2019	61%	52%	82%	86%	67%	*	-	-	-	*	-	-	80%	83%	75%	*
At Masters Grade Level	2021	23%	9%	25%	14%	40%	-	-	-	-	-	-	-	*	38%	*	*
	2019	37%	29%	59%	57%	33%	*	-	-	-	*	-	-	60%	58%	50%	*
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	76%	100%	100%	100%	*	-	*	-	100%	*	*	100%	100%	100%	100%
	2019	88%	85%	100%	100%	100%	100%	-	*	-	100%	*	*	100%	100%	100%	100%
At Meets Grade Level or Above	2021	55%	42%	90%	93%	84%	*	-	*	-	100%	*	*	90%	93%	83%	58%
	2019	62%	52%	99%	100%	96%	100%	-	*	-	100%	*	*	100%	96%	98%	100%
At Masters Grade Level	2021	22%	12%	47%	53%	39%	*	-	*	-	40%	*	*	45%	52%	30%	17%
	2019	25%	20%	70%	68%	59%	88%	-	*	-	88%	*	*	73%	61%	74%	63%
End of Course U.S. History																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CEDAR HILL COLLEGIATE H S (057904003) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	88%	82%	100%	100%	100%	*	-	*	-	100%	-	*	100%	100%	100%	*
	2019	93%	92%	*	*	*	-	-	-	-	-	-	-	-	*	*	-
At Meets Grade Level or Above	2021	69%	59%	93%	92%	89%	*	-	*	-	100%	-	*	95%	86%	96%	*
	2019	73%	71%	*	*	*	-	-	-	-	-	-	-	-	*	*	-
At Masters Grade Level	2021	43%	28%	65%	69%	53%	*	-	*	-	63%	-	*	67%	57%	58%	*
	2019	45%	38%	*	*	*	-	-	-	-	-	-	-	-	*	*	-
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	89%	98%	100%	95%	*	-	100%	-	-	-	-	98%	-	93%	*
At Meets Grade Level or Above	2021	69%	52%	63%	68%	52%	*	-	86%	-	-	-	-	63%	-	40%	*
At Masters Grade Level	2021	14%	0%	0%	0%	0%	*	-	0%	-	-	-	-	0%	-	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	98%	99%	97%	100%	-	100%	-	94%	*	*	99%	98%	97%	94%
	2019	78%	73%	99%	98%	100%	100%	-	100%	-	100%	*	*	99%	100%	99%	100%
At Meets Grade Level or Above	2021	41%	30%	86%	89%	79%	92%	-	94%	-	89%	*	*	85%	87%	79%	68%
	2019	50%	42%	94%	95%	89%	95%	-	100%	-	100%	*	*	94%	94%	93%	83%
At Masters Grade Level	2021	18%	10%	37%	40%	30%	50%	-	31%	-	44%	*	*	36%	40%	29%	21%
	2019	24%	17%	45%	46%	37%	52%	-	63%	-	68%	*	*	45%	46%	45%	22%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	66%	98%	100%	96%	*	-	*	-	80%	*	*	98%	97%	96%	93%
	2019	75%	72%	99%	97%	100%	100%	-	100%	-	100%	*	*	98%	100%	99%	100%
At Meets Grade Level or Above	2021	45%	39%	90%	94%	87%	*	-	*	-	60%	*	*	90%	89%	82%	73%
	2019	48%	41%	92%	93%	89%	92%	-	100%	-	100%	*	*	90%	95%	91%	81%
At Masters Grade Level	2021	18%	13%	27%	27%	26%	*	-	*	-	20%	*	*	28%	24%	25%	20%
	2019	21%	15%	29%	28%	28%	25%	-	40%	-	38%	*	*	24%	38%	26%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	48%	95%	96%	92%	*	-	100%	-	-	-	-	96%	88%	89%	*
	2019	82%	76%	100%	100%	100%	*	-	-	-	*	-	-	100%	100%	100%	*
At Meets Grade Level or Above	2021	37%	19%	59%	62%	50%	*	-	86%	-	-	-	-	58%	63%	37%	*
	2019	52%	42%	82%	86%	67%	*	-	-	-	*	-	-	80%	83%	75%	*

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CEDAR HILL COLLEGIATE H S (057904003) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	7%	5%	4%	8%	*	-	0%	-	-	-	-	0%	38%	0%	*
	2019	26%	19%	59%	57%	33%	*	-	-	-	*	-	-	60%	58%	50%	*
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	100%	100%	100%	*	-	*	-	100%	*	*	100%	100%	100%	100%
	2019	81%	78%	100%	100%	100%	100%	-	*	-	100%	*	*	100%	100%	100%	100%
At Meets Grade Level or Above	2021	44%	30%	90%	93%	84%	*	-	*	-	100%	*	*	90%	93%	83%	58%
	2019	54%	45%	99%	100%	96%	100%	-	*	-	100%	*	*	100%	96%	98%	100%
At Masters Grade Level	2021	20%	9%	47%	53%	39%	*	-	*	-	40%	*	*	45%	52%	30%	17%
	2019	25%	18%	70%	68%	59%	88%	-	*	-	88%	*	*	73%	61%	74%	63%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	63%	100%	100%	100%	*	-	*	-	100%	-	*	100%	100%	100%	*
	2019	81%	77%	*	*	*	-	-	-	-	-	-	-	-	*	*	-
At Meets Grade Level or Above	2021	49%	35%	93%	92%	89%	*	-	*	-	100%	-	*	95%	86%	96%	*
	2019	55%	50%	*	*	*	-	-	-	-	-	-	-	-	*	*	-
At Masters Grade Level	2021	29%	15%	65%	69%	53%	*	-	*	-	63%	-	*	67%	57%	58%	*
	2019	33%	25%	*	*	*	-	-	-	-	-	-	-	-	*	*	-

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- Indicates there are no students in the group.

Texas Education Agency
2018-19 Progress (TAPR)
CEDAR HILL COLLEGIATE H S (057904003) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	72	77	75	81	72	-	60	-	80	-	*	76	80	74	77
	2018	67	73	83	84	81	*	-	88	-	-	-	*	84	83	94	77
End of Course Algebra I	2019	75	71	90	92	80	*	-	-	-	*	-	-	90	90	92	*
	2018	72	67	76	78	74	*	-	*	-	-	-	*	76	75	63	75
All Grades Both Subjects	2019	69	68	78	77	81	75	-	60	-	88	-	*	76	82	75	74
	2018	69	68	81	82	79	*	-	89	-	-	-	50	81	81	83	76
All Grades ELA/Reading	2019	68	69	77	75	81	72	-	60	-	80	-	*	76	80	74	77
	2018	69	68	83	84	81	*	-	88	-	-	-	*	84	83	94	77
All Grades Mathematics	2019	70	67	90	92	80	*	-	-	-	*	-	-	90	90	92	*
	2018	70	67	76	78	74	*	-	*	-	-	-	*	76	75	63	75

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CEDAR HILL COLLEGIATE H S (057904003) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	98%	-	-	-	-	-	-	89%	-	89%	-	-	99%	89%	100%
	2019	78%	73%	99%	-	-	-	-	-	-	100%	-	100%	-	-		100%	
At Meets Grade Level or Above	2021	41%	30%	86%	-	-	-	-	-	-	44%	-	44%	-	-	88%	44%	86%
	2019	50%	42%	94%	-	-	-	-	-	-	78%	-	78%	-	-		78%	
At Masters Grade Level	2021	18%	10%	37%	-	-	-	-	-	-	6%	-	6%	-	-	39%	6%	33%
	2019	24%	17%	45%	-	-	-	-	-	-	6%	-	6%	-	-		6%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	66%	98%	-	-	-	-	-	-	86%	-	86%	-	-	98%	86%	100%
	2019	75%	72%	99%	-	-	-	-	-	-	100%	-	100%	-	-		100%	
At Meets Grade Level or Above	2021	45%	39%	90%	-	-	-	-	-	-	43%	-	43%	-	-	92%	43%	100%
	2019	48%	41%	92%	-	-	-	-	-	-	73%	-	73%	-	-		73%	
At Masters Grade Level	2021	18%	13%	27%	-	-	-	-	-	-	0%	-	0%	-	-	28%	0%	38%
	2019	21%	15%	29%	-	-	-	-	-	-	0%	-	0%	-	-		0%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	48%	95%	-	-	-	-	-	-	*	-	*	-	-	96%	*	100%
	2019	82%	76%	100%	-	-	-	-	-	-	-	-	-	-	-		-	
At Meets Grade Level or Above	2021	37%	19%	59%	-	-	-	-	-	-	*	-	*	-	-	61%	*	50%
	2019	52%	42%	82%	-	-	-	-	-	-	-	-	-	-	-		-	
At Masters Grade Level	2021	18%	7%	5%	-	-	-	-	-	-	*	-	*	-	-	6%	*	0%
	2019	26%	19%	59%	-	-	-	-	-	-	-	-	-	-	-		-	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	62%	100%	-	-	-	-	-	-	100%	-	100%	-	-	100%	100%	100%
	2019	81%	78%	100%	-	-	-	-	-	-	*	-	*	-	-		*	
At Meets Grade Level or Above	2021	44%	30%	90%	-	-	-	-	-	-	33%	-	33%	-	-	94%	33%	89%
	2019	54%	45%	99%	-	-	-	-	-	-	*	-	*	-	-		*	
At Masters Grade Level	2021	20%	9%	47%	-	-	-	-	-	-	17%	-	17%	-	-	51%	17%	33%
	2019	25%	18%	70%	-	-	-	-	-	-	*	-	*	-	-		*	
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	63%	100%	-	-	-	-	-	-	*	-	*	-	-	100%	*	100%
	2019	81%	77%	*	-	-	-	-	-	-	-	-	-	-	-		-	
At Meets Grade Level or Above	2021	49%	35%	93%	-	-	-	-	-	-	*	-	*	-	-	92%	*	100%
	2019	55%	50%	*	-	-	-	-	-	-	-	-	-	-	-		-	
At Masters Grade Level	2021	29%	15%	65%	-	-	-	-	-	-	*	-	*	-	-	66%	*	67%
	2019	33%	25%	*	-	-	-	-	-	-	-	-	-	-	-		-	

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CEDAR HILL COLLEGIATE H S (057904003) - CEDAR HILL ISD - DALLAS COUNTY

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

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
CEDAR HILL COLLEGIATE H S (057904003) - CEDAR HILL ISD - DALLAS COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	87%	94%	96%	91%	75%	-	100%	-	100%	*	*	93%	96%	92%	88%
Included in Accountability	83%	83%	91%	96%	84%	75%	-	94%	-	100%	*	*	89%	96%	87%	67%
Not Included in Accountability: Mobile	3%	4%	0%	0%	0%	0%	-	0%	-	0%	*	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	3%	0%	6%	0%	-	6%	-	0%	*	*	4%	0%	6%	22%
Not Tested	12%	13%	6%	4%	9%	25%	-	0%	-	0%	*	*	7%	4%	8%	12%
Absent	2%	3%	3%	2%	6%	6%	-	0%	-	0%	*	*	3%	4%	4%	4%
Other	10%	10%	3%	2%	4%	19%	-	0%	-	0%	*	*	4%	0%	3%	8%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	99%	100%	100%	-	100%	-	100%	*	*	100%	99%	100%	100%
Included in Accountability	94%	94%	97%	98%	95%	95%	-	89%	-	100%	*	*	97%	97%	96%	84%
Not Included in Accountability: Mobile	4%	6%	0%	1%	0%	0%	-	0%	-	0%	*	*	1%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	2%	0%	5%	5%	-	11%	-	0%	*	*	3%	2%	4%	16%
Not Tested	1%	0%	0%	1%	0%	0%	-	0%	-	0%	*	*	0%	1%	0%	0%
Absent	1%	0%	0%	1%	0%	0%	-	0%	-	0%	*	*	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	*	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CEDAR HILL COLLEGIATE H S (057904003) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	97.5%	97.7%	97.0%	97.3%	-	98.7%	-	98.8%	*	97.2%	97.5%
2018-19	95.4%	95.7%	97.1%	97.2%	96.8%	96.8%	-	98.7%	-	97.5%	*	97.0%	96.7%
Chronic Absenteeism													
2019-20	6.7%	7.4%	2.0%	1.2%	3.5%	0.0%	-	0.0%	-	0.0%	*	3.2%	0.0%
2018-19	11.4%	10.9%	3.8%	3.4%	5.1%	3.7%	-	0.0%	-	0.0%	*	3.8%	9.5%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.4%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	*	0.0%	0.0%
2018-19	1.9%	1.3%	0.5%	0.0%	1.5%	0.0%	-	0.0%	-	0.0%	*	0.0%	9.5%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	94.3%	100.0%	100.0%	100.0%	*	-	*	-	*	-	100.0%	100.0%
Received TxCHSE	0.4%	0.3%	0.0%	0.0%	0.0%	*	-	*	-	*	-	0.0%	0.0%
Continued HS	3.9%	1.9%	0.0%	0.0%	0.0%	*	-	*	-	*	-	0.0%	0.0%
Dropped Out	5.4%	3.5%	0.0%	0.0%	0.0%	*	-	*	-	*	-	0.0%	0.0%
Graduates and TxCHSE	90.7%	94.6%	100.0%	100.0%	100.0%	*	-	*	-	*	-	100.0%	100.0%
Graduates, TxCHSE, and Continuers	94.6%	96.5%	100.0%	100.0%	100.0%	*	-	*	-	*	-	100.0%	100.0%
Class of 2019													
Graduated	90.0%	96.7%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	-	100.0%	*
Received TxCHSE	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
Continued HS	3.7%	0.9%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
Dropped Out	5.9%	2.5%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
Graduates and TxCHSE	90.4%	96.7%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	-	100.0%	*
Graduates, TxCHSE, and Continuers	94.1%	97.5%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	-	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	97.5%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	-	100.0%	*
Received TxCHSE	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
Continued HS	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
Dropped Out	6.1%	2.5%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
Graduates and TxCHSE	92.6%	97.5%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	-	100.0%	*

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CEDAR HILL COLLEGIATE H S (057904003) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	97.5%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	-	100.0%	*
Class of 2018													
Graduated	92.2%	95.7%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	-	100.0%	-
Received TxCHSE	0.6%	0.2%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	-
Continued HS	1.1%	0.2%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	-
Dropped Out	6.1%	4.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	-
Graduates and TxCHSE	92.8%	95.8%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	-	100.0%	-
Graduates, TxCHSE, and Continuers	93.9%	96.0%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	-	100.0%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	95.8%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	-	100.0%	-
Received TxCHSE	0.7%	0.2%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	-
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	-
Dropped Out	6.1%	4.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	-
Graduates and TxCHSE	93.3%	96.0%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	-	100.0%	-
Graduates, TxCHSE, and Continuers	93.9%	96.0%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	-	100.0%	-
Class of 2017													
Graduated	92.4%	93.9%	99.0%	100.0%	100.0%	*	-	*	-	*	*	98.1%	-
Received TxCHSE	0.7%	0.6%	0.0%	0.0%	0.0%	*	-	*	-	*	*	0.0%	-
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	*	-	*	-	*	*	0.0%	-
Dropped Out	6.3%	5.4%	1.0%	0.0%	0.0%	*	-	*	-	*	*	1.9%	-
Graduates and TxCHSE	93.2%	94.6%	99.0%	100.0%	100.0%	*	-	*	-	*	*	98.1%	-
Graduates, TxCHSE, and Continuers	93.7%	94.6%	99.0%	100.0%	100.0%	*	-	*	-	*	*	98.1%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	93.7%	100.0%	100.0%	100.0%	*	-	*	-	*	-	100.0%	100.0%
Class of 2019	90.0%	96.2%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	-	100.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.4%	0.0%	0.0%	0.0%	*	-	*	-	*	-	0.0%	0.0%
Class of 2019	4.2%	0.2%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CEDAR HILL COLLEGIATE H S (057904003) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	100.0%	100.0%	100.0%	*	-	*	-	*	-	100.0%	100.0%
Class of 2019	83.5%	92.1%	98.9%	100.0%	96.9%	100.0%	-	100.0%	-	*	-	100.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	96.8%	100.0%	100.0%	100.0%	*	-	*	-	*	-	100.0%	100.0%
Class of 2019	87.6%	92.2%	98.9%	100.0%	96.9%	100.0%	-	100.0%	-	*	-	100.0%	*
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	2.6%	0.0%	0.0%	0.0%	*	-	*	-	*	-	0.0%	0.0%
2018-19	4.4%	0.2%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	93.4%	100.0%	100.0%	100.0%	*	-	*	-	*	-	100.0%	100.0%
2018-19	82.1%	92.3%	98.9%	100.0%	96.9%	100.0%	-	100.0%	-	*	-	100.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	96.1%	100.0%	100.0%	100.0%	*	-	*	-	*	-	100.0%	100.0%
2018-19	85.9%	91.9%	98.9%	100.0%	96.9%	100.0%	-	100.0%	-	*	-	100.0%	*

Texas Education Agency
2020-21 Graduation Profile (TAPR)
CEDAR HILL COLLEGIATE H S (057904003) - CEDAR HILL ISD - DALLAS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	85	100.0%	610	360,220
By Ethnicity:				
African American	45	52.9%	443	44,729
Hispanic	33	38.8%	123	184,060
White	3	3.5%	16	105,215
American Indian	0	0.0%	2	1,226
Asian	3	3.5%	9	17,126
Pacific Islander	0	0.0%	1	557
Two or More Races	1	1.2%	16	7,307
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	952
Foundation H.S. Program (No Endorsement)	0	0.0%	24	49,535
Foundation H.S. Program (Endorsement)	0	0.0%	16	15,689
Foundation H.S. Program (DLA)	85	100.0%	570	292,532
Special Education Graduates	0	0.0%	30	29,018
Economically Disadvantaged Graduates	32	37.6%	341	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	6	7.1%	18	29,639
At-Risk Graduates	10	11.8%	148	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
CEDAR HILL COLLEGIATE H S (057904003) - CEDAR HILL ISD - DALLAS COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	42.6%	100.0%	100.0%	100.0%	*	-	*	-	*	-	100.0%	100.0%
2018-19	72.9%	61.9%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	-	100.0%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	36.4%	100.0%	100.0%	100.0%	*	-	*	-	*	-	100.0%	100.0%
2018-19	53.0%	35.1%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	-	100.0%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	60.2%	100.0%	100.0%	100.0%	*	-	*	-	*	-	100.0%	100.0%
2018-19	60.7%	48.3%	98.9%	97.7%	100.0%	100.0%	-	100.0%	-	*	-	100.0%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	34.3%	97.6%	100.0%	93.9%	*	-	*	-	*	-	93.8%	100.0%
2018-19	48.6%	29.5%	96.8%	95.5%	96.9%	100.0%	-	100.0%	-	*	-	97.3%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	31.3%	97.6%	100.0%	93.9%	*	-	*	-	*	-	93.8%	100.0%
2018-19	44.2%	28.9%	96.8%	95.5%	96.9%	100.0%	-	100.0%	-	*	-	97.3%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	9.0%	20.0%	13.3%	18.2%	*	-	*	-	*	-	12.5%	0.0%
2018-19	21.1%	8.8%	10.6%	11.4%	9.4%	8.3%	-	20.0%	-	*	-	8.1%	*
Associate Degree (Annual Graduates)													
2019-20	2.1%	12.3%	88.2%	91.1%	84.8%	*	-	*	-	*	-	78.1%	100.0%
2018-19	1.9%	14.5%	89.4%	88.6%	90.6%	91.7%	-	80.0%	-	*	-	83.8%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	23.0%	100.0%	100.0%	100.0%	*	-	*	-	*	-	100.0%	100.0%
2018-19	23.1%	21.9%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	-	100.0%	*
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	0.0%	0.0%	0.0%	0.0%	*	-	*	-	*	-	0.0%	0.0%
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	7.4%	0.0%	0.0%	0.0%	*	-	*	-	*	-	0.0%	0.0%
2018-19	40.4%	34.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	3.1%	0.0%	0.0%	0.0%	*	-	*	-	*	-	0.0%	0.0%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
CEDAR HILL COLLEGIATE H S (057904003) - CEDAR HILL ISD - DALLAS COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	7.6%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.0%	0.0%	0.0%	0.0%	*	-	*	-	*	-	0.0%	0.0%
2018-19	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	2.0%	0.0%	0.0%	0.0%	*	-	*	-	*	-	0.0%	0.0%
2018-19	2.3%	3.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	3.8%	0.0%	0.0%	0.0%	*	-	*	-	*	-	0.0%	0.0%
2018-19	2.7%	0.4%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
CEDAR HILL COLLEGIATE H S (057904003) - CEDAR HILL ISD - DALLAS COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	44.6%	96.5%	95.6%	97.0%	*	-	*	-	*	-	100.0%	100.0%
	2018-19	33.4%	36.0%	94.7%	95.5%	93.8%	100.0%	-	80.0%	-	*	-	94.6%	*
Mathematics	2019-20	21.2%	23.6%	97.6%	100.0%	93.9%	*	-	*	-	*	-	93.8%	100.0%
	2018-19	24.7%	23.5%	94.7%	90.9%	96.9%	100.0%	-	100.0%	-	*	-	97.3%	*
Both Subjects	2019-20	16.4%	21.1%	94.1%	95.6%	90.9%	*	-	*	-	*	-	93.8%	100.0%
	2018-19	18.8%	20.8%	92.6%	90.9%	93.8%	100.0%	-	80.0%	-	*	-	94.6%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	4.8%	0.0%	0.0%	0.0%	*	-	*	-	*	-	0.0%	0.0%
	2018-19	5.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
Mathematics	2019-20	9.7%	4.4%	0.0%	0.0%	0.0%	*	-	*	-	*	-	0.0%	0.0%
	2018-19	7.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
Both Subjects	2019-20	4.2%	0.2%	0.0%	0.0%	0.0%	*	-	*	-	*	-	0.0%	0.0%
	2018-19	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	14.0%	3.6%	3.9%	1.4%	0.0%	-	16.7%	-	*	-	1.4%	0.0%
	2019	25.2%	20.6%	4.9%	3.3%	4.5%	6.7%	-	25.0%	-	*	-	4.2%	0.0%
English Language Arts	2020	12.7%	7.4%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	0.0%
	2019	14.5%	11.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	0.0%
Mathematics	2020	6.4%	2.1%	3.6%	3.9%	1.4%	0.0%	-	16.7%	-	*	-	1.4%	0.0%
	2019	7.4%	3.9%	4.9%	3.3%	4.5%	6.7%	-	25.0%	-	*	-	4.2%	0.0%
Science	2020	9.4%	3.3%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	0.0%
	2019	10.4%	5.9%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	0.0%
Social Studies	2020	12.4%	5.9%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	0.0%
	2019	13.9%	9.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	33.7%	66.7%	*	*	-	-	*	-	-	-	*	-
	2019	51.0%	23.6%	33.3%	*	*	*	-	*	-	-	-	*	-
English Language Arts	2020	50.1%	19.4%	-	-	-	-	-	-	-	-	-	-	-
	2019	41.2%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020	56.5%	26.9%	66.7%	*	*	-	-	*	-	-	-	*	-
	2019	52.2%	26.0%	33.3%	*	*	*	-	*	-	-	-	*	-
Science	2020	47.6%	31.7%	-	-	-	-	-	-	-	-	-	-	-
	2019	40.6%	6.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
CEDAR HILL COLLEGIATE H S (057904003) - CEDAR HILL ISD - DALLAS COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	17.6%	-	-	-	-	-	-	-	-	-	-	-
	2019	46.3%	21.7%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	95.4%	100.0%	100.0%	100.0%	*	-	*	-	*	-	100.0%	100.0%
	2018-19	75.0%	64.5%	100.0%	100.0%	93.8%	100.0%	-	100.0%	-	*	-	100.0%	*
At/Above Criterion for All Examinees	2019-20	35.7%	20.8%	68.2%	72.9%	54.5%	*	-	*	-	*	-	59.4%	16.7%
	2018-19	36.1%	27.9%	62.8%	54.3%	63.3%	83.3%	-	80.0%	-	*	-	51.3%	*
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	939	1128	1141	1078	*	-	*	-	*	-	1078	937
	2018-19	1027	985	1111	1091	1091	1197	-	1216	-	*	-	1076	*
English Language Arts and Writing	2019-20	513	478	572	580	543	*	-	*	-	*	-	542	455
	2018-19	517	506	566	562	553	610	-	594	-	*	-	538	*
Mathematics	2019-20	506	461	556	561	535	*	-	*	-	*	-	536	482
	2018-19	510	479	545	529	538	587	-	622	-	*	-	539	*
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	19	23	24	21	*	-	*	-	*	-	21	*
	2018-19	21	19	23	22	24	26	-	*	-	-	-	22	-
English Language Arts	2019-20	20	19	24	24	21	*	-	*	-	*	-	20	*
	2018-19	20	19	24	23	24	28	-	*	-	-	-	22	-
Mathematics	2019-20	20	18	23	23	21	*	-	*	-	*	-	21	*
	2018-19	20	19	22	21	22	24	-	*	-	-	-	22	-
Science	2019-20	21	20	23	23	21	*	-	*	-	*	-	20	*
	2018-19	21	20	23	22	23	25	-	*	-	-	-	22	-

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
CEDAR HILL COLLEGIATE H S (057904003) - CEDAR HILL ISD - DALLAS COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	50.8%	96.3%	95.2%	97.2%	100.0%	-	100.0%	-	91.7%	*	94.3%	100.0%
	2018-19	44.6%	45.7%	98.9%	98.3%	99.3%	100.0%	-	100.0%	-	100.0%	*	98.1%	100.0%
English Language Arts	2019-20	18.2%	17.4%	75.6%	76.5%	75.0%	72.2%	-	100.0%	-	45.5%	*	72.3%	71.4%
	2018-19	17.8%	19.1%	83.5%	83.3%	87.4%	71.4%	-	94.1%	-	44.4%	*	84.3%	90.5%
Mathematics	2019-20	20.7%	20.0%	30.9%	28.0%	33.0%	25.0%	-	64.7%	-	0.0%	*	27.0%	33.3%
	2018-19	20.4%	21.1%	41.7%	43.5%	41.6%	38.9%	-	44.4%	-	11.1%	*	35.5%	33.3%
Science	2019-20	22.4%	26.2%	23.2%	25.9%	23.2%	15.8%	-	16.7%	-	8.3%	*	16.4%	20.7%
	2018-19	21.7%	25.7%	26.1%	26.2%	23.7%	44.4%	-	25.0%	-	10.0%	*	23.2%	4.8%
Social Studies	2019-20	24.6%	24.4%	74.4%	78.0%	71.9%	89.5%	-	83.3%	-	16.7%	*	67.7%	72.4%
	2018-19	23.6%	19.2%	75.5%	79.3%	69.1%	81.5%	-	85.0%	-	60.0%	*	71.8%	47.6%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	61.0%	0.0%	0.0%	0.0%	*	-	*	-	*	-	0.0%	0.0%
	2018-19	59.0%	53.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	61.0%	86.2%	88.6%	90.6%	83.3%	-	60.0%	-	*	-	86.5%	*
	2017-18	53.4%	63.8%	84.0%	81.0%	96.0%	83.3%	-	80.0%	-	*	-	89.6%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	69.6%	93.5%	89.2%	96.3%	100.0%	-	*	-	-	-	96.6%	*
	2017-18	60.7%	43.5%	98.8%	98.0%	100.0%	*	-	*	-	-	-	97.5%	-

Texas Education Agency
2020-21 Student Information (TAPR)
CEDAR HILL COLLEGIATE H S (057904003) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	365	100.0%	7,250	5,359,040	365	100.0%	7,253	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	2.6%	3.7%	0	0.0%	2.6%	3.7%
Kindergarten	0	0.0%	5.2%	6.7%	0	0.0%	5.2%	6.7%
Grade 1	0	0.0%	5.9%	7.1%	0	0.0%	5.9%	7.1%
Grade 2	0	0.0%	5.9%	7.1%	0	0.0%	5.9%	7.1%
Grade 3	0	0.0%	5.8%	7.1%	0	0.0%	5.8%	7.1%
Grade 4	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 5	0	0.0%	6.8%	7.4%	0	0.0%	6.8%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.8%
Grade 8	0	0.0%	8.5%	7.9%	0	0.0%	8.5%	7.9%
Grade 9	116	31.8%	9.9%	8.1%	116	31.8%	9.9%	8.1%
Grade 10	86	23.6%	9.5%	7.8%	86	23.6%	9.5%	7.8%
Grade 11	85	23.3%	9.0%	7.2%	85	23.3%	8.9%	7.2%
Grade 12	78	21.4%	8.2%	6.8%	78	21.4%	8.2%	6.8%
Ethnic Distribution:								
African American	169	46.3%	65.9%	12.7%	169	46.3%	65.9%	12.7%
Hispanic	145	39.7%	25.7%	52.9%	145	39.7%	25.7%	52.9%
White	18	4.9%	2.8%	26.5%	18	4.9%	2.8%	26.5%
American Indian	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Asian	17	4.7%	1.0%	4.7%	17	4.7%	1.0%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	16	4.4%	4.2%	2.7%	16	4.4%	4.2%	2.7%
Sex:								
Female	218	59.7%	48.0%	48.9%	218	59.7%	48.0%	48.9%
Male	147	40.3%	52.0%	51.1%	147	40.3%	52.0%	51.1%
Economically Disadvantaged	145	39.7%	62.1%	60.3%	145	39.7%	62.1%	60.2%
Non-Educationally Disadvantaged	220	60.3%	37.9%	39.7%	220	60.3%	37.9%	39.8%
Section 504 Students	12	3.3%	4.3%	7.2%	12	3.3%	4.3%	7.2%
EB Students/EL	26	7.1%	8.1%	20.7%	26	7.1%	8.1%	20.6%
Students w/ Disciplinary Placements (2019-20)	2	0.6%	1.6%	1.2%				
Students w/ Dyslexia	2	0.5%	2.2%	4.5%	2	0.5%	2.2%	4.5%
Foster Care	0	0.0%	1.0%	0.3%	0	0.0%	1.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
CEDAR HILL COLLEGIATE H S (057904003) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	0	0.0%	0.4%	2.0%	0	0.0%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	63.5%	64.5%	0	0.0%	63.5%	64.5%
Military Connected	14	3.8%	2.2%	2.7%	14	3.8%	2.2%	2.7%
At-Risk	60	16.4%	39.9%	49.2%	60	16.4%	39.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	31	8.5%	8.4%	21.0%	31	8.5%	8.4%	20.9%
Gifted and Talented Education	52	14.2%	5.5%	8.3%	52	14.2%	5.5%	8.3%
Special Education	3	0.8%	8.1%	11.1%	3	0.8%	8.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	*							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	45.8%	42.5%				
Students with Physical Disabilities	*	*	12.3%	21.3%				
Students with Autism	*	*	18.9%	14.1%				
Students with Behavioral Disabilities	0	0.0%	21.0%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	2.0%	1.5%				
Mobility (2019-20):								
Total Mobile Students	4	1.1%	14.1%	13.8%				
By Ethnicity:								
African American	1	0.3%	9.3%	2.8%				
Hispanic	2	0.6%	3.2%	7.1%				
White	0	0.0%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.3%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	0	0.0%	17.8%	16.5%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	7.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	1	0.6%	13.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	23	8.5%	17.6%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
CEDAR HILL COLLEGIATE H S (057904003) - CEDAR HILL ISD - DALLAS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.8%	1.4%	-	0.0%	4.8%
Grade 1	-	1.3%	1.9%	-	0.0%	3.2%
Grade 2	-	0.8%	1.0%	-	0.0%	1.4%
Grade 3	-	0.9%	0.5%	-	0.0%	0.6%
Grade 4	-	0.0%	0.3%	-	1.9%	0.4%
Grade 5	-	0.2%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.5%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	0.0%	2.6%	4.7%	0.0%	1.6%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.5	17.7
Grade 1	-	17.6	18.0
Grade 2	-	17.9	18.0
Grade 3	-	18.5	18.2
Grade 4	-	19.1	18.3
Grade 5	-	19.2	19.8
Grade 6	-	21.8	19.4
Secondary:			
English/Language Arts	20.3	22.7	15.7
Foreign Languages	23.7	25.7	17.8
Mathematics	17.5	25.1	16.9
Science	24.3	25.0	17.9
Social Studies	20.2	23.9	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
CEDAR HILL COLLEGIATE H S (057904003) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	18.6	100.0%	100.0%	100.0%
Professional Staff:	17.6	94.6%	69.2%	64.3%
Teachers	14.9	79.9%	52.1%	49.6%
Professional Support	1.0	5.4%	11.1%	10.6%
Campus Administration (School Leadership)	1.7	9.4%	3.0%	3.0%
Educational Aides:	1.0	5.4%	8.7%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	5.0	4,290.0
Part-time Librarians	0.0	n/a	1.0	582.0
Full-time Counselors	1.0	n/a	20.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	9.4	50.6%	75.0%	51.5%
Teachers by Ethnicity:				
African American	4.3	28.7%	59.1%	11.1%
Hispanic	1.1	7.7%	9.8%	28.4%
White	7.5	50.1%	26.3%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	6.7%	1.3%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	1.0	6.7%	3.0%	1.2%
Teachers by Sex:				
Males	6.3	42.7%	27.2%	23.8%
Females	8.5	57.3%	72.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.3	1.7%	5.9%	1.2%
Bachelors	3.8	25.8%	62.3%	73.0%
Masters	10.8	72.5%	31.2%	25.0%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	20.2%	9.1%	6.7%
1-5 Years Experience	3.2	21.6%	32.1%	27.8%
6-10 Years Experience	4.2	28.3%	23.5%	20.3%
11-20 Years Experience	2.5	16.5%	27.6%	29.1%
21-30 Years Experience	2.0	13.5%	6.1%	13.0%
Over 30 Years Experience	0.0	0.0%	1.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
CEDAR HILL COLLEGIATE H S (057904003) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	24.6	n/a	15.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	4.1	6.4
Average Years Experience of Principals with District	0.0	3.0	5.5
Average Years Experience of Assistant Principals	5.5	7.0	5.5
Average Years Experience of Assistant Principals with District	5.5	5.7	4.8
Average Years Experience of Teachers:	7.9	8.8	11.2
Average Years Experience of Teachers with District:	4.2	4.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,667	\$54,281	\$50,849
1-5 Years Experience	\$58,209	\$56,101	\$53,288
6-10 Years Experience	\$60,661	\$57,833	\$56,282
11-20 Years Experience	\$63,777	\$61,142	\$59,900
21-30 Years Experience	\$66,699	\$64,941	\$64,637
Over 30 Years Experience	-	\$70,762	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$60,249	\$58,497	\$57,641
Professional Support	\$73,512	\$71,401	\$68,030
Campus Administration (School Leadership)	\$84,105	\$82,785	\$83,424
Instructional Staff Percent:	n/a	65.1%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.9%	6.2%
Career and Technical Education	1.9	12.6%	6.8%	5.1%
Compensatory Education	0.0	0.0%	1.9%	2.8%
Gifted and Talented Education	0.0	0.0%	4.2%	1.8%
Regular Education	4.1	27.8%	69.1%	71.0%
Special Education	0.0	0.0%	7.1%	9.4%
Other	8.9	59.6%	9.9%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
CEDAR HILL COLLEGIATE H S (057904003) - CEDAR HILL ISD - DALLAS COUNTY

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

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: CEDAR HILL ISD

Campus Name: JJAEP

Campus Number: 057904007

2021 Accountability Rating: Not Rated

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Texas Education Agency
2018-19 STAAR Performance (TAPR)
JJAEP (057904007) - CEDAR HILL ISD - DALLAS COUNTY

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

Texas Education Agency
2020-21 Progress (TAPR)
JJAEP (057904007) - CEDAR HILL ISD - DALLAS COUNTY

This campus is not rated on Progress (TAPR).

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
JJAEP (057904007) - CEDAR HILL ISD - DALLAS COUNTY

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
JJAEP (057904007) - CEDAR HILL ISD - DALLAS COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	*	-	-	-	-	-	-	*	*	-	-	*	*	-
Included in Accountability	94%	94%	*	-	-	-	-	-	-	*	*	-	-	*	*	-
Not Included in Accountability: Mobile	4%	6%	*	-	-	-	-	-	-	*	*	-	-	*	*	-
Not Included in Accountability: Other Exclusions	1%	0%	*	-	-	-	-	-	-	*	*	-	-	*	*	-
Not Tested	1%	0%	*	-	-	-	-	-	-	*	*	-	-	*	*	-
Absent	1%	0%	*	-	-	-	-	-	-	*	*	-	-	*	*	-
Other	0%	0%	*	-	-	-	-	-	-	*	*	-	-	*	*	-

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
JJAEP (057904007) - CEDAR HILL ISD - DALLAS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Graduation Profile (TAPR)
JJAEP (057904007) - CEDAR HILL ISD - DALLAS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	610	360,220
By Ethnicity:				
African American	-	-	443	44,729
Hispanic	-	-	123	184,060
White	-	-	16	105,215
American Indian	-	-	2	1,226
Asian	-	-	9	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	16	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	24	49,535
Foundation H.S. Program (Endorsement)	-	-	16	15,689
Foundation H.S. Program (DLA)	-	-	570	292,532
Special Education Graduates	-	-	30	29,018
Economically Disadvantaged Graduates	-	-	341	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	18	29,639
At-Risk Graduates	-	-	148	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
JJAEP (057904007) - CEDAR HILL ISD - DALLAS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
JJAEP (057904007) - CEDAR HILL ISD - DALLAS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
JJAEP (057904007) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	2	100.0%	7,250	5,359,040	2	100.0%	7,253	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	2.6%	3.7%	0	0.0%	2.6%	3.7%
Kindergarten	0	0.0%	5.2%	6.7%	0	0.0%	5.2%	6.7%
Grade 1	0	0.0%	5.9%	7.1%	0	0.0%	5.9%	7.1%
Grade 2	0	0.0%	5.9%	7.1%	0	0.0%	5.9%	7.1%
Grade 3	0	0.0%	5.8%	7.1%	0	0.0%	5.8%	7.1%
Grade 4	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 5	0	0.0%	6.8%	7.4%	0	0.0%	6.8%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.8%
Grade 8	0	0.0%	8.5%	7.9%	0	0.0%	8.5%	7.9%
Grade 9	0	0.0%	9.9%	8.1%	0	0.0%	9.9%	8.1%
Grade 10	1	50.0%	9.5%	7.8%	1	50.0%	9.5%	7.8%
Grade 11	0	0.0%	9.0%	7.2%	0	0.0%	8.9%	7.2%
Grade 12	1	50.0%	8.2%	6.8%	1	50.0%	8.2%	6.8%
Ethnic Distribution:								
African American	2	100.0%	65.9%	12.7%	2	100.0%	65.9%	12.7%
Hispanic	0	0.0%	25.7%	52.9%	0	0.0%	25.7%	52.9%
White	0	0.0%	2.8%	26.5%	0	0.0%	2.8%	26.5%
American Indian	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Asian	0	0.0%	1.0%	4.7%	0	0.0%	1.0%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	4.2%	2.7%	0	0.0%	4.2%	2.7%
Sex:								
Female	1	50.0%	48.0%	48.9%	1	50.0%	48.0%	48.9%
Male	1	50.0%	52.0%	51.1%	1	50.0%	52.0%	51.1%
Economically Disadvantaged	1	50.0%	62.1%	60.3%	1	50.0%	62.1%	60.2%
Non-Educationally Disadvantaged	1	50.0%	37.9%	39.7%	1	50.0%	37.9%	39.8%
Section 504 Students	0	0.0%	4.3%	7.2%	0	0.0%	4.3%	7.2%
EB Students/EL	0	0.0%	8.1%	20.7%	0	0.0%	8.1%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.6%	1.2%				
Students w/ Dyslexia	0	0.0%	2.2%	4.5%	0	0.0%	2.2%	4.5%
Foster Care	0	0.0%	1.0%	0.3%	0	0.0%	1.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
JJAEP (057904007) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	0	0.0%	0.4%	2.0%	0	0.0%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	63.5%	64.5%	0	0.0%	63.5%	64.5%
Military Connected	0	0.0%	2.2%	2.7%	0	0.0%	2.2%	2.7%
At-Risk	0	0.0%	39.9%	49.2%	0	0.0%	39.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	0	0.0%	8.4%	21.0%	0	0.0%	8.4%	20.9%
Gifted and Talented Education	0	0.0%	5.5%	8.3%	0	0.0%	5.5%	8.3%
Special Education	0	0.0%	8.1%	11.1%	0	0.0%	8.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	0							
By Type of Primary Disability								
Students with Intellectual Disabilities	0	0.0%	45.8%	42.5%				
Students with Physical Disabilities	0	0.0%	12.3%	21.3%				
Students with Autism	0	0.0%	18.9%	14.1%				
Students with Behavioral Disabilities	0	0.0%	21.0%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	2.0%	1.5%				
Mobility (2019-20):								
Total Mobile Students	4	80.0%	14.1%	13.8%				
By Ethnicity:								
African American	3	60.0%	9.3%	2.8%				
Hispanic	1	20.0%	3.2%	7.1%				
White	0	0.0%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	0	0.0%	17.8%	16.5%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	7.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	2	66.7%	13.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	-	-	17.6%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
JJAEP (057904007) - CEDAR HILL ISD - DALLAS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.8%	1.4%	-	0.0%	4.8%
Grade 1	-	1.3%	1.9%	-	0.0%	3.2%
Grade 2	-	0.8%	1.0%	-	0.0%	1.4%
Grade 3	-	0.9%	0.5%	-	0.0%	0.6%
Grade 4	-	0.0%	0.3%	-	1.9%	0.4%
Grade 5	-	0.2%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.5%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	0.0%	2.6%	4.7%	-	1.6%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.5	17.7
Grade 1	-	17.6	18.0
Grade 2	-	17.9	18.0
Grade 3	-	18.5	18.2
Grade 4	-	19.1	18.3
Grade 5	-	19.2	19.8
Grade 6	-	21.8	19.4
Secondary:			
English/Language Arts	-	22.7	15.7
Foreign Languages	-	25.7	17.8
Mathematics	-	25.1	16.9
Science	-	25.0	17.9
Social Studies	-	23.9	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
JJAEP (057904007) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	-	100.0%	100.0%	100.0%
Professional Staff:	-	-	69.2%	64.3%
Teachers	-	-	52.1%	49.6%
Professional Support	-	-	11.1%	10.6%
Campus Administration (School Leadership)	-	-	3.0%	3.0%
Educational Aides:	-	-	8.7%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	-	n/a	5.0	4,290.0
Part-time Librarians	-	n/a	1.0	582.0
Full-time Counselors	-	n/a	20.0	13,211.0
Part-time Counselors	-	n/a	0.0	1,126.0
Total Minority Staff:	-	-	75.0%	51.5%
Teachers by Ethnicity:				
African American	-	-	59.1%	11.1%
Hispanic	-	-	9.8%	28.4%
White	-	-	26.3%	56.9%
American Indian	-	-	0.2%	0.3%
Asian	-	-	1.3%	1.8%
Pacific Islander	-	-	0.2%	0.2%
Two or More Races	-	-	3.0%	1.2%
Teachers by Sex:				
Males	-	-	27.2%	23.8%
Females	-	-	72.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	-	-	5.9%	1.2%
Bachelors	-	-	62.3%	73.0%
Masters	-	-	31.2%	25.0%
Doctorate	-	-	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	-	-	9.1%	6.7%
1-5 Years Experience	-	-	32.1%	27.8%
6-10 Years Experience	-	-	23.5%	20.3%
11-20 Years Experience	-	-	27.6%	29.1%
21-30 Years Experience	-	-	6.1%	13.0%
Over 30 Years Experience	-	-	1.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
JJAEP (057904007) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	-	n/a	15.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	-	4.1	6.4
Average Years Experience of Principals with District	-	3.0	5.5
Average Years Experience of Assistant Principals	-	7.0	5.5
Average Years Experience of Assistant Principals with District	-	5.7	4.8
Average Years Experience of Teachers:	-	8.8	11.2
Average Years Experience of Teachers with District:	-	4.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$54,281	\$50,849
1-5 Years Experience	-	\$56,101	\$53,288
6-10 Years Experience	-	\$57,833	\$56,282
11-20 Years Experience	-	\$61,142	\$59,900
21-30 Years Experience	-	\$64,941	\$64,637
Over 30 Years Experience	-	\$70,762	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	-	\$58,497	\$57,641
Professional Support	-	\$71,401	\$68,030
Campus Administration (School Leadership)	-	\$82,785	\$83,424
Instructional Staff Percent:	n/a	65.1%	64.6%
Contracted Instructional Staff (not incl. above):	-	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	-	-	0.9%	6.2%
Career and Technical Education	-	-	6.8%	5.1%
Compensatory Education	-	-	1.9%	2.8%
Gifted and Talented Education	-	-	4.2%	1.8%
Regular Education	-	-	69.1%	71.0%
Special Education	-	-	7.1%	9.4%
Other	-	-	9.9%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
JJAEP (057904007) - CEDAR HILL ISD - DALLAS COUNTY

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

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: CEDAR HILL ISD

Campus Name: W S PERMENTER MIDDLE

Campus Number: 057904041

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
W S PERMENTER MIDDLE (057904041) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	59%	54%	48%	62%	*	-	-	-	100%	32%	*	59%	45%	56%	57%
	2019	68%	66%	55%	52%	58%	-	*	*	*	67%	28%	29%	55%	56%	50%	34%
At Meets Grade Level or Above	2021	32%	26%	18%	13%	26%	*	-	-	-	40%	27%	*	22%	13%	19%	18%
	2019	37%	33%	19%	16%	24%	-	*	*	*	17%	17%	14%	18%	21%	15%	3%
At Masters Grade Level	2021	15%	12%	8%	5%	14%	*	-	-	-	0%	14%	*	9%	5%	7%	7%
	2019	18%	17%	9%	7%	13%	-	*	*	*	0%	0%	14%	9%	8%	6%	3%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	51%	45%	39%	58%	*	-	-	-	60%	27%	*	50%	39%	51%	57%
	2019	81%	78%	71%	65%	81%	-	*	*	*	75%	39%	43%	73%	67%	67%	76%
At Meets Grade Level or Above	2021	36%	17%	15%	11%	24%	*	-	-	-	20%	27%	*	20%	8%	16%	21%
	2019	47%	41%	29%	25%	37%	-	*	*	*	33%	17%	29%	30%	29%	26%	28%
At Masters Grade Level	2021	15%	5%	3%	2%	6%	*	-	-	-	0%	14%	*	5%	1%	4%	7%
	2019	21%	17%	10%	7%	15%	-	*	*	*	8%	0%	14%	12%	7%	8%	10%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	67%	62%	59%	64%	100%	-	-	*	*	17%	*	69%	53%	60%	74%
	2019	76%	73%	68%	69%	64%	70%	-	*	*	*	41%	43%	67%	70%	65%	56%
At Meets Grade Level or Above	2021	45%	40%	34%	30%	38%	67%	-	-	*	*	13%	*	38%	27%	31%	40%
	2019	49%	43%	35%	35%	32%	60%	-	*	*	*	27%	0%	36%	35%	33%	33%
At Masters Grade Level	2021	25%	22%	18%	17%	17%	50%	-	-	*	*	4%	*	19%	16%	15%	14%
	2019	29%	23%	15%	15%	9%	20%	-	*	*	*	0%	0%	13%	17%	13%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	37%	41%	36%	47%	83%	-	-	*	*	22%	*	43%	38%	39%	38%
	2019	75%	56%	50%	50%	47%	57%	-	-	-	*	45%	29%	47%	54%	49%	36%
At Meets Grade Level or Above	2021	27%	11%	14%	9%	20%	17%	-	-	*	*	4%	*	14%	13%	14%	15%
	2019	43%	16%	14%	13%	18%	29%	-	-	-	*	25%	14%	12%	17%	13%	9%
At Masters Grade Level	2021	12%	2%	3%	3%	3%	0%	-	-	*	*	0%	*	3%	3%	3%	3%
	2019	17%	2%	3%	3%	6%	0%	-	-	-	*	10%	0%	4%	2%	3%	0%
Grade 7 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
W S PERMENTER MIDDLE (057904041) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	63%	62%	60%	58%	59%	83%	-	-	*	*	21%	*	59%	60%	57%	53%
	2019	70%	68%	59%	60%	49%	80%	-	*	*	*	32%	43%	57%	63%	54%	44%
At Meets Grade Level or Above	2021	33%	26%	21%	22%	17%	33%	-	-	*	*	4%	*	20%	23%	20%	3%
	2019	42%	39%	31%	32%	25%	30%	-	*	*	*	18%	0%	32%	30%	29%	11%
At Masters Grade Level	2021	10%	4%	2%	3%	0%	0%	-	-	*	*	0%	*	2%	2%	1%	0%
	2019	18%	16%	11%	11%	13%	0%	-	*	*	*	5%	0%	14%	8%	11%	6%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	74%	68%	66%	73%	*	*	*	-	73%	20%	33%	75%	60%	68%	71%
	2019	86%	85%	83%	79%	89%	100%	-	*	*	100%	54%	*	81%	85%	81%	84%
At Meets Grade Level or Above	2021	46%	41%	33%	30%	39%	*	*	*	-	36%	0%	0%	40%	24%	33%	38%
	2019	55%	47%	44%	38%	54%	40%	-	*	*	82%	35%	*	47%	39%	40%	47%
At Masters Grade Level	2021	21%	18%	11%	7%	20%	*	*	*	-	9%	0%	0%	16%	4%	11%	14%
	2019	28%	18%	17%	13%	26%	0%	-	*	*	27%	0%	*	15%	19%	16%	21%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	35%	29%	25%	44%	*	-	-	-	14%	7%	17%	37%	22%	33%	61%
	2019	88%	88%	86%	84%	88%	100%	-	*	*	88%	71%	*	84%	87%	83%	95%
At Meets Grade Level or Above	2021	36%	9%	6%	3%	14%	*	-	-	-	14%	0%	0%	6%	6%	6%	28%
	2019	57%	50%	41%	36%	47%	100%	-	*	*	50%	32%	*	41%	41%	39%	38%
At Masters Grade Level	2021	11%	2%	1%	0%	2%	*	-	-	-	0%	0%	0%	0%	1%	0%	6%
	2019	17%	13%	5%	3%	7%	14%	-	*	*	13%	7%	*	5%	5%	4%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	55%	47%	41%	58%	*	*	*	-	55%	23%	0%	52%	40%	49%	62%
	2019	81%	79%	76%	72%	82%	100%	-	*	*	100%	50%	*	77%	76%	74%	74%
At Meets Grade Level or Above	2021	43%	23%	12%	8%	21%	*	*	*	-	0%	0%	0%	15%	8%	13%	29%
	2019	51%	47%	43%	32%	65%	100%	-	*	*	64%	35%	*	44%	42%	39%	58%
At Masters Grade Level	2021	24%	8%	2%	2%	2%	*	*	*	-	0%	0%	0%	2%	3%	3%	0%
	2019	25%	21%	17%	11%	26%	40%	-	*	*	45%	0%	*	17%	17%	16%	16%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	43%	37%	30%	53%	*	*	*	-	36%	17%	0%	42%	30%	38%	50%
	2019	69%	64%	56%	51%	61%	100%	-	*	*	82%	35%	*	55%	57%	53%	53%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
W S PERMENTER MIDDLE (057904041) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	28%	12%	7%	8%	4%	*	*	*	-	0%	0%	0%	9%	5%	8%	5%
	2019	37%	31%	26%	21%	35%	60%	-	*	*	45%	35%	*	28%	24%	24%	26%
At Masters Grade Level	2021	14%	3%	2%	2%	0%	*	*	*	-	0%	0%	0%	1%	3%	3%	0%
	2019	21%	13%	9%	6%	12%	20%	-	*	*	27%	8%	*	9%	8%	9%	21%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	54%	82%	78%	100%	-	*	*	-	*	-	-	82%	80%	81%	*
	2019	85%	84%	97%	96%	100%	*	-	-	*	100%	-	*	98%	96%	96%	100%
At Meets Grade Level or Above	2021	41%	20%	32%	30%	43%	-	*	*	-	*	-	-	35%	25%	33%	*
	2019	61%	52%	75%	65%	94%	*	-	-	*	100%	-	*	78%	70%	74%	100%
At Masters Grade Level	2021	23%	9%	13%	8%	21%	-	*	*	-	*	-	-	12%	15%	15%	*
	2019	37%	29%	41%	29%	56%	*	-	-	*	100%	-	*	41%	41%	47%	80%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	51%	46%	59%	80%	*	100%	*	58%	21%	27%	56%	44%	52%	58%
	2019	78%	73%	69%	66%	71%	84%	*	82%	100%	86%	45%	47%	68%	70%	65%	63%
At Meets Grade Level or Above	2021	41%	30%	19%	16%	23%	33%	*	100%	*	17%	10%	9%	22%	15%	19%	22%
	2019	50%	42%	34%	29%	40%	58%	*	64%	78%	52%	28%	12%	35%	32%	30%	30%
At Masters Grade Level	2021	18%	10%	6%	5%	7%	13%	*	56%	*	5%	4%	0%	7%	5%	6%	6%
	2019	24%	17%	12%	10%	16%	14%	*	45%	33%	25%	3%	5%	12%	11%	11%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	66%	62%	58%	66%	82%	*	*	*	80%	23%	29%	68%	53%	61%	68%
	2019	75%	72%	69%	68%	70%	80%	*	*	*	81%	42%	44%	68%	71%	65%	55%
At Meets Grade Level or Above	2021	45%	39%	29%	25%	35%	55%	*	*	*	35%	15%	7%	34%	22%	28%	32%
	2019	48%	41%	33%	31%	37%	53%	*	*	*	48%	27%	6%	34%	32%	29%	24%
At Masters Grade Level	2021	18%	13%	12%	10%	17%	36%	*	*	*	10%	7%	0%	15%	9%	11%	12%
	2019	21%	15%	14%	12%	16%	13%	*	*	*	15%	0%	6%	13%	15%	12%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	48%	44%	39%	54%	73%	*	*	*	40%	20%	36%	49%	36%	46%	51%
	2019	82%	76%	74%	71%	78%	80%	*	*	*	85%	55%	44%	74%	73%	70%	77%
At Meets Grade Level or Above	2021	37%	19%	14%	11%	21%	18%	*	*	*	15%	12%	21%	17%	10%	15%	21%
	2019	52%	42%	34%	29%	42%	67%	*	*	*	50%	26%	25%	35%	34%	31%	33%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
W S PERMENTER MIDDLE (057904041) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	7%	4%	3%	5%	0%	*	*	*	5%	5%	0%	4%	3%	4%	6%
	2019	26%	19%	10%	7%	15%	13%	*	*	*	27%	6%	6%	11%	8%	9%	11%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	53%	60%	58%	59%	83%	-	-	*	*	21%	*	59%	60%	57%	53%
	2019	68%	63%	59%	60%	49%	80%	-	*	*	*	32%	43%	57%	63%	54%	44%
At Meets Grade Level or Above	2021	30%	23%	21%	22%	17%	33%	-	-	*	*	4%	*	20%	23%	20%	3%
	2019	38%	34%	31%	32%	25%	30%	-	*	*	*	18%	0%	32%	30%	29%	11%
At Masters Grade Level	2021	9%	4%	2%	3%	0%	0%	-	-	*	*	0%	*	2%	2%	1%	0%
	2019	14%	11%	11%	11%	13%	0%	-	*	*	*	5%	0%	14%	8%	11%	6%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	47%	41%	58%	*	*	*	-	55%	23%	0%	52%	40%	49%	62%
	2019	81%	78%	76%	72%	82%	100%	-	*	*	100%	50%	*	77%	76%	74%	74%
At Meets Grade Level or Above	2021	44%	30%	12%	8%	21%	*	*	*	-	0%	0%	0%	15%	8%	13%	29%
	2019	54%	45%	43%	32%	65%	100%	-	*	*	64%	35%	*	44%	42%	39%	58%
At Masters Grade Level	2021	20%	9%	2%	2%	2%	*	*	*	-	0%	0%	0%	2%	3%	3%	0%
	2019	25%	18%	17%	11%	26%	40%	-	*	*	45%	0%	*	17%	17%	16%	16%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	63%	37%	30%	53%	*	*	*	-	36%	17%	0%	42%	30%	38%	50%
	2019	81%	77%	56%	51%	61%	100%	-	*	*	82%	35%	*	55%	57%	53%	53%
At Meets Grade Level or Above	2021	49%	35%	7%	8%	4%	*	*	*	-	0%	0%	0%	9%	5%	8%	5%
	2019	55%	50%	26%	21%	35%	60%	-	*	*	45%	35%	*	28%	24%	24%	26%
At Masters Grade Level	2021	29%	15%	2%	2%	0%	*	*	*	-	0%	0%	0%	1%	3%	3%	0%
	2019	33%	25%	9%	6%	12%	20%	-	*	*	27%	8%	*	9%	8%	9%	21%

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

- Indicates there are no students in the group.

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

Texas Education Agency
2018-19 Progress (TAPR)
W S PERMENTER MIDDLE (057904041) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	45	33	31	42	-	*	*	*	8	31	17	32	35	30	33
	2018	47	39	31	29	34	50	-	*	*	20	50	17	28	35	32	36
Grade 6 Mathematics	2019	54	58	53	55	47	-	*	*	*	67	63	50	50	59	50	27
	2018	56	57	57	54	64	65	-	*	*	70	80	17	52	64	56	56
Grade 7 ELA/Reading	2019	77	78	75	74	77	80	-	*	*	*	70	86	73	78	72	74
	2018	76	77	74	70	87	67	-	*	*	73	77	25	74	75	75	75
Grade 7 Mathematics	2019	62	48	41	41	42	43	-	-	-	*	43	21	45	37	39	20
	2018	67	65	67	64	75	83	-	*	-	55	57	42	68	66	66	83
Grade 8 ELA/Reading	2019	77	77	76	77	81	*	-	*	*	64	73	*	77	76	76	79
	2018	79	80	81	80	83	92	-	*	-	*	77	*	81	80	80	82
Grade 8 Mathematics	2019	82	76	68	69	68	83	-	*	*	44	80	*	69	67	69	69
	2018	81	80	78	81	78	*	-	*	*	*	64	*	81	74	80	88
End of Course Algebra I	2019	75	71	79	71	92	*	-	-	*	100	-	*	82	73	76	100
	2018	72	67	94	89	100	*	-	-	-	*	-	-	96	90	91	*
All Grades Both Subjects	2019	69	68	61	60	62	68	*	81	67	52	63	50	61	61	58	52
	2018	69	68	65	63	73	69	-	58	*	61	66	27	65	65	65	74
All Grades ELA/Reading	2019	68	69	63	63	67	71	*	*	*	41	62	57	62	64	60	61
	2018	69	68	62	59	71	65	-	*	*	63	67	21	62	63	62	70
All Grades Mathematics	2019	70	67	58	58	58	64	*	*	*	63	64	43	59	57	56	45
	2018	70	67	68	67	74	73	-	*	*	60	66	32	68	68	68	78

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
W S PERMENTER MIDDLE (057904041) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	51%	-	-	-	-	-	-	52%	-	52%	52%	79%	50%	52%	88%
	2019	78%	73%	69%	-	-	-	-	-	-	56%	-	56%		60%		56%	
At Meets Grade Level or Above	2021	41%	30%	19%	-	-	-	-	-	-	17%	-	16%	18%	32%	18%	18%	34%
	2019	50%	42%	34%	-	-	-	-	-	-	20%	-	20%		30%		21%	
At Masters Grade Level	2021	18%	10%	6%	-	-	-	-	-	-	4%	-	5%	3%	11%	6%	5%	10%
	2019	24%	17%	12%	-	-	-	-	-	-	6%	-	6%		0%		6%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	66%	62%	-	-	-	-	-	-	64%	-	67%	60%	71%	61%	62%	94%
	2019	75%	72%	69%	-	-	-	-	-	-	45%	-	45%		*		46%	
At Meets Grade Level or Above	2021	45%	39%	29%	-	-	-	-	-	-	26%	-	28%	23%	43%	28%	28%	53%
	2019	48%	41%	33%	-	-	-	-	-	-	13%	-	13%		*		16%	
At Masters Grade Level	2021	18%	13%	12%	-	-	-	-	-	-	7%	-	10%	3%	14%	12%	8%	24%
	2019	21%	15%	14%	-	-	-	-	-	-	2%	-	2%		*		2%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	48%	44%	-	-	-	-	-	-	45%	-	41%	50%	86%	42%	45%	83%
	2019	82%	76%	74%	-	-	-	-	-	-	70%	-	70%		*		70%	
At Meets Grade Level or Above	2021	37%	19%	14%	-	-	-	-	-	-	16%	-	14%	20%	43%	13%	19%	22%
	2019	52%	42%	34%	-	-	-	-	-	-	23%	-	23%		*		22%	
At Masters Grade Level	2021	18%	7%	4%	-	-	-	-	-	-	4%	-	5%	3%	14%	3%	6%	6%
	2019	26%	19%	10%	-	-	-	-	-	-	4%	-	4%		*		4%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	53%	60%	-	-	-	-	-	-	44%	-	50%	36%	80%	61%	50%	*
	2019	68%	63%	59%	-	-	-	-	-	-	33%	-	33%		*		36%	
At Meets Grade Level or Above	2021	30%	23%	21%	-	-	-	-	-	-	0%	-	0%	0%	0%	24%	0%	*
	2019	38%	34%	31%	-	-	-	-	-	-	8%	-	8%		*		7%	
At Masters Grade Level	2021	9%	4%	2%	-	-	-	-	-	-	0%	-	0%	0%	0%	2%	0%	*
	2019	14%	11%	11%	-	-	-	-	-	-	0%	-	0%		*		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	62%	47%	-	-	-	-	-	-	56%	-	56%	-	-	45%	56%	83%
	2019	81%	78%	76%	-	-	-	-	-	-	69%	-	69%		*		71%	
At Meets Grade Level or Above	2021	44%	30%	12%	-	-	-	-	-	-	17%	-	17%	-	-	10%	17%	50%
	2019	54%	45%	43%	-	-	-	-	-	-	46%	-	46%		*		50%	
At Masters Grade Level	2021	20%	9%	2%	-	-	-	-	-	-	0%	-	0%	-	-	2%	0%	0%
	2019	25%	18%	17%	-	-	-	-	-	-	15%	-	15%		*		14%	
All Grades Social Studies																		

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
W S PERMENTER MIDDLE (057904041) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content- Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	63%	37%	-	-	-	-	-	-	41%	-	41%	-	-	35%	41%	83%
	2019	81%	77%	56%	-	-	-	-	-	-	54%	-	54%	-	*		50%	
At Meets Grade Level or Above	2021	49%	35%	7%	-	-	-	-	-	-	6%	-	6%	-	-	8%	6%	0%
	2019	55%	50%	26%	-	-	-	-	-	-	23%	-	23%	-	*		21%	
At Masters Grade Level	2021	29%	15%	2%	-	-	-	-	-	-	0%	-	0%	-	-	2%	0%	0%
	2019	33%	25%	9%	-	-	-	-	-	-	23%	-	23%	-	*		21%	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
W S PERMENTER MIDDLE (057904041) - CEDAR HILL ISD - DALLAS COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	87%	92%	91%	95%	86%	*	90%	*	100%	80%	88%	93%	92%	92%	96%
Included in Accountability	83%	83%	86%	86%	87%	86%	*	90%	*	92%	71%	85%	90%	82%	90%	90%
Not Included in Accountability: Mobile	3%	4%	6%	5%	7%	0%	*	0%	*	8%	7%	4%	3%	10%	2%	5%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	*	0%	*	0%	2%	0%	0%	0%	0%	1%
Not Tested	12%	13%	8%	9%	6%	14%	*	10%	*	0%	20%	12%	7%	8%	8%	4%
Absent	2%	3%	2%	3%	2%	9%	*	0%	*	0%	2%	10%	2%	3%	2%	0%
Other	10%	10%	5%	6%	4%	6%	*	10%	*	0%	18%	2%	6%	5%	5%	4%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	100%	99%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	93%	92%	97%	81%	*	100%	100%	92%	92%	84%	96%	88%	95%	100%
Not Included in Accountability: Mobile	4%	6%	7%	8%	3%	19%	*	0%	0%	7%	8%	16%	4%	12%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	0%	1%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	0%	1%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
W S PERMENTER MIDDLE (057904041) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	98.5%	98.8%	98.0%	98.0%	*	*	*	97.9%	97.8%	98.5%	98.6%
2018-19	95.4%	95.7%	95.8%	96.2%	94.8%	95.2%	*	*	*	95.3%	93.6%	95.8%	94.6%
Chronic Absenteeism													
2019-20	6.7%	7.4%	7.3%	6.0%	10.7%	13.0%	*	*	*	6.7%	15.7%	7.7%	9.9%
2018-19	11.4%	10.9%	11.3%	9.5%	15.0%	25.0%	*	20.0%	*	13.3%	21.6%	11.6%	11.5%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	0.2%	0.2%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.2%	0.0%
2018-19	0.4%	0.1%	0.2%	0.0%	0.8%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
W S PERMENTER MIDDLE (057904041) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
W S PERMENTER MIDDLE (057904041) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	92.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	92.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	2.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	93.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	92.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	91.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
W S PERMENTER MIDDLE (057904041) - CEDAR HILL ISD - DALLAS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	610	360,220
By Ethnicity:				
African American	-	-	443	44,729
Hispanic	-	-	123	184,060
White	-	-	16	105,215
American Indian	-	-	2	1,226
Asian	-	-	9	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	16	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	24	49,535
Foundation H.S. Program (Endorsement)	-	-	16	15,689
Foundation H.S. Program (DLA)	-	-	570	292,532
Special Education Graduates	-	-	30	29,018
Economically Disadvantaged Graduates	-	-	341	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	18	29,639
At-Risk Graduates	-	-	148	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
W S PERMENTER MIDDLE (057904041) - CEDAR HILL ISD - DALLAS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
W S PERMENTER MIDDLE (057904041) - CEDAR HILL ISD - DALLAS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
W S PERMENTER MIDDLE (057904041) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	735	100.0%	7,250	5,359,040	735	100.0%	7,253	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	2.6%	3.7%	0	0.0%	2.6%	3.7%
Kindergarten	0	0.0%	5.2%	6.7%	0	0.0%	5.2%	6.7%
Grade 1	0	0.0%	5.9%	7.1%	0	0.0%	5.9%	7.1%
Grade 2	0	0.0%	5.9%	7.1%	0	0.0%	5.9%	7.1%
Grade 3	0	0.0%	5.8%	7.1%	0	0.0%	5.8%	7.1%
Grade 4	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 5	0	0.0%	6.8%	7.4%	0	0.0%	6.8%	7.4%
Grade 6	220	29.9%	7.4%	7.7%	220	29.9%	7.4%	7.7%
Grade 7	252	34.3%	8.3%	7.9%	252	34.3%	8.3%	7.8%
Grade 8	263	35.8%	8.5%	7.9%	263	35.8%	8.5%	7.9%
Grade 9	0	0.0%	9.9%	8.1%	0	0.0%	9.9%	8.1%
Grade 10	0	0.0%	9.5%	7.8%	0	0.0%	9.5%	7.8%
Grade 11	0	0.0%	9.0%	7.2%	0	0.0%	8.9%	7.2%
Grade 12	0	0.0%	8.2%	6.8%	0	0.0%	8.2%	6.8%
Ethnic Distribution:								
African American	497	67.6%	65.9%	12.7%	497	67.6%	65.9%	12.7%
Hispanic	195	26.5%	25.7%	52.9%	195	26.5%	25.7%	52.9%
White	15	2.0%	2.8%	26.5%	15	2.0%	2.8%	26.5%
American Indian	2	0.3%	0.3%	0.3%	2	0.3%	0.3%	0.3%
Asian	3	0.4%	1.0%	4.7%	3	0.4%	1.0%	4.7%
Pacific Islander	1	0.1%	0.0%	0.2%	1	0.1%	0.0%	0.2%
Two or More Races	22	3.0%	4.2%	2.7%	22	3.0%	4.2%	2.7%
Sex:								
Female	328	44.6%	48.0%	48.9%	328	44.6%	48.0%	48.9%
Male	407	55.4%	52.0%	51.1%	407	55.4%	52.0%	51.1%
Economically Disadvantaged	510	69.4%	62.1%	60.3%	510	69.4%	62.1%	60.2%
Non-Educationally Disadvantaged	225	30.6%	37.9%	39.7%	225	30.6%	37.9%	39.8%
Section 504 Students	56	7.6%	4.3%	7.2%	56	7.6%	4.3%	7.2%
EB Students/EL	79	10.7%	8.1%	20.7%	79	10.7%	8.1%	20.6%
Students w/ Disciplinary Placements (2019-20)	8	0.9%	1.6%	1.2%				
Students w/ Dyslexia	30	4.1%	2.2%	4.5%	30	4.1%	2.2%	4.5%
Foster Care	6	0.8%	1.0%	0.3%	6	0.8%	1.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
W S PERMENTER MIDDLE (057904041) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	0	0.0%	0.4%	2.0%	0	0.0%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	735	100.0%	63.5%	64.5%	735	100.0%	63.5%	64.5%
Military Connected	6	0.8%	2.2%	2.7%	6	0.8%	2.2%	2.7%
At-Risk	380	51.7%	39.9%	49.2%	380	51.7%	39.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	83	11.3%	8.4%	21.0%	83	11.3%	8.4%	20.9%
Gifted and Talented Education	46	6.3%	5.5%	8.3%	46	6.3%	5.5%	8.3%
Special Education	77	10.5%	8.1%	11.1%	77	10.5%	8.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	77							
By Type of Primary Disability								
Students with Intellectual Disabilities	46	59.7%	45.8%	42.5%				
Students with Physical Disabilities	5	6.5%	12.3%	21.3%				
Students with Autism	7	9.1%	18.9%	14.1%				
Students with Behavioral Disabilities	19	24.7%	21.0%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	2.0%	1.5%				
Mobility (2019-20):								
Total Mobile Students	160	17.9%	14.1%	13.8%				
By Ethnicity:								
African American	94	10.5%	9.3%	2.8%				
Hispanic	45	5.0%	3.2%	7.1%				
White	8	0.9%	0.8%	3.1%				
American Indian	1	0.1%	0.0%	0.1%				
Asian	1	0.1%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	11	1.2%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	11	12.2%	17.8%	16.5%				
Count and Percent of EB Students/EL who are Mobile	4	5.5%	7.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	110	16.3%	13.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	79	15.8%	17.6%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
W S PERMENTER MIDDLE (057904041) - CEDAR HILL ISD - DALLAS COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.8%	1.4%	-	0.0%	4.8%
Grade 1	-	1.3%	1.9%	-	0.0%	3.2%
Grade 2	-	0.8%	1.0%	-	0.0%	1.4%
Grade 3	-	0.9%	0.5%	-	0.0%	0.6%
Grade 4	-	0.0%	0.3%	-	1.9%	0.4%
Grade 5	-	0.2%	0.2%	-	0.0%	0.3%
Grade 6	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 7	0.0%	0.5%	0.3%	0.0%	0.0%	0.3%
Grade 8	0.0%	0.0%	0.2%	0.0%	0.0%	0.4%
Grade 9	-	2.6%	4.7%	-	1.6%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.5	17.7
Grade 1	-	17.6	18.0
Grade 2	-	17.9	18.0
Grade 3	-	18.5	18.2
Grade 4	-	19.1	18.3
Grade 5	-	19.2	19.8
Grade 6	22.2	21.8	19.4
Secondary:			
English/Language Arts	23.6	22.7	15.7
Foreign Languages	28.4	25.7	17.8
Mathematics	23.1	25.1	16.9
Science	26.4	25.0	17.9
Social Studies	26.0	23.9	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
W S PERMENTER MIDDLE (057904041) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	56.7	100.0%	100.0%	100.0%
Professional Staff:	51.7	91.2%	69.2%	64.3%
Teachers	42.9	75.7%	52.1%	49.6%
Professional Support	5.8	10.2%	11.1%	10.6%
Campus Administration (School Leadership)	3.0	5.3%	3.0%	3.0%
Educational Aides:	5.0	8.8%	8.7%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	5.0	4,290.0
Part-time Librarians	1.0	n/a	1.0	582.0
Full-time Counselors	2.0	n/a	20.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	45.9	81.0%	75.0%	51.5%
Teachers by Ethnicity:				
African American	31.9	74.2%	59.1%	11.1%
Hispanic	2.3	5.4%	9.8%	28.4%
White	6.8	15.8%	26.3%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	1.3%	1.8%
Pacific Islander	1.0	2.3%	0.2%	0.2%
Two or More Races	1.0	2.3%	3.0%	1.2%
Teachers by Sex:				
Males	17.0	39.5%	27.2%	23.8%
Females	26.0	60.5%	72.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	4.6	10.8%	5.9%	1.2%
Bachelors	27.2	63.3%	62.3%	73.0%
Masters	11.1	25.9%	31.2%	25.0%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	10.5	24.4%	9.1%	6.7%
1-5 Years Experience	12.3	28.6%	32.1%	27.8%
6-10 Years Experience	5.0	11.6%	23.5%	20.3%
11-20 Years Experience	13.2	30.8%	27.6%	29.1%
21-30 Years Experience	2.0	4.7%	6.1%	13.0%
Over 30 Years Experience	0.0	0.0%	1.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
W S PERMENTER MIDDLE (057904041) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	17.1	n/a	15.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	4.1	6.4
Average Years Experience of Principals with District	2.0	3.0	5.5
Average Years Experience of Assistant Principals	9.0	7.0	5.5
Average Years Experience of Assistant Principals with District	6.5	5.7	4.8
Average Years Experience of Teachers:	7.6	8.8	11.2
Average Years Experience of Teachers with District:	3.6	4.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,632	\$54,281	\$50,849
1-5 Years Experience	\$55,324	\$56,101	\$53,288
6-10 Years Experience	\$57,515	\$57,833	\$56,282
11-20 Years Experience	\$61,820	\$61,142	\$59,900
21-30 Years Experience	\$67,276	\$64,941	\$64,637
Over 30 Years Experience	-	\$70,762	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$57,966	\$58,497	\$57,641
Professional Support	\$62,136	\$71,401	\$68,030
Campus Administration (School Leadership)	\$80,582	\$82,785	\$83,424
Instructional Staff Percent:	n/a	65.1%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.9%	6.2%
Career and Technical Education	3.8	9.0%	6.8%	5.1%
Compensatory Education	0.0	0.0%	1.9%	2.8%
Gifted and Talented Education	0.0	0.0%	4.2%	1.8%
Regular Education	28.4	66.1%	69.1%	71.0%
Special Education	3.9	9.2%	7.1%	9.4%
Other	6.8	15.8%	9.9%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
W S PERMENTER MIDDLE (057904041) - CEDAR HILL ISD - DALLAS COUNTY

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

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: CEDAR HILL ISD

Campus Name: BESSIE COLEMAN MIDDLE

Campus Number: 057904042

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
BESSIE COLEMAN MIDDLE (057904042) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	59%	55%	48%	60%	*	*	*	-	88%	21%	*	58%	49%	52%	43%
	2019	68%	66%	66%	65%	73%	50%	*	-	-	71%	42%	*	68%	63%	63%	69%
At Meets Grade Level or Above	2021	32%	26%	25%	23%	22%	*	*	*	-	75%	14%	*	26%	24%	19%	17%
	2019	37%	33%	33%	34%	32%	25%	*	-	-	29%	25%	*	37%	28%	29%	46%
At Masters Grade Level	2021	15%	12%	12%	10%	14%	*	*	*	-	38%	14%	*	14%	9%	8%	13%
	2019	18%	17%	18%	18%	22%	13%	*	-	-	0%	8%	*	18%	18%	17%	23%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	51%	45%	36%	53%	*	*	*	-	75%	23%	*	43%	48%	40%	48%
	2019	81%	78%	77%	75%	93%	63%	*	-	-	57%	33%	*	83%	70%	77%	85%
At Meets Grade Level or Above	2021	36%	17%	11%	8%	14%	*	*	*	-	25%	15%	*	13%	8%	8%	13%
	2019	47%	41%	36%	35%	40%	38%	*	-	-	29%	25%	*	40%	31%	35%	54%
At Masters Grade Level	2021	15%	5%	4%	4%	3%	*	*	*	-	13%	15%	*	6%	0%	2%	4%
	2019	21%	17%	10%	7%	24%	13%	*	-	-	0%	21%	*	15%	5%	12%	31%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	67%	62%	62%	59%	*	*	*	-	67%	29%	*	62%	62%	60%	56%
	2019	76%	73%	69%	70%	68%	50%	-	*	-	73%	13%	50%	69%	70%	71%	72%
At Meets Grade Level or Above	2021	45%	40%	33%	36%	28%	*	*	*	-	17%	12%	*	31%	35%	29%	13%
	2019	49%	43%	36%	35%	35%	25%	-	*	-	64%	13%	17%	36%	36%	37%	44%
At Masters Grade Level	2021	25%	22%	14%	16%	10%	*	*	*	-	0%	6%	*	13%	15%	14%	6%
	2019	29%	23%	18%	17%	18%	13%	-	*	-	18%	0%	0%	17%	18%	18%	24%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	37%	32%	31%	31%	*	*	*	-	33%	6%	*	34%	29%	30%	24%
	2019	75%	56%	60%	57%	69%	43%	-	*	-	70%	7%	*	63%	56%	60%	70%
At Meets Grade Level or Above	2021	27%	11%	9%	10%	5%	*	*	*	-	0%	6%	*	8%	10%	8%	0%
	2019	43%	16%	18%	17%	15%	43%	-	*	-	40%	7%	*	20%	16%	18%	17%
At Masters Grade Level	2021	12%	2%	2%	2%	0%	*	*	*	-	0%	6%	*	2%	1%	2%	0%
	2019	17%	2%	1%	1%	2%	14%	-	*	-	0%	0%	*	2%	1%	1%	0%
Grade 7 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BESSIE COLEMAN MIDDLE (057904042) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	63%	62%	54%	56%	50%	*	*	*	-	17%	27%	0%	51%	57%	50%	44%
	2019	70%	68%	66%	67%	63%	56%	-	*	-	73%	13%	67%	64%	69%	65%	56%
At Meets Grade Level or Above	2021	33%	26%	21%	20%	24%	*	*	*	-	0%	7%	0%	22%	20%	17%	17%
	2019	42%	39%	29%	29%	29%	11%	-	*	-	36%	6%	17%	30%	28%	28%	36%
At Masters Grade Level	2021	10%	4%	3%	4%	0%	*	*	*	-	0%	7%	0%	4%	3%	2%	0%
	2019	18%	16%	9%	8%	6%	0%	-	*	-	36%	0%	0%	10%	7%	8%	8%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	74%	73%	70%	79%	80%	-	-	-	100%	52%	*	74%	71%	72%	88%
	2019	86%	85%	87%	85%	94%	100%	*	*	-	*	52%	*	83%	92%	84%	90%
At Meets Grade Level or Above	2021	46%	41%	38%	36%	38%	60%	-	-	-	57%	29%	*	39%	35%	36%	41%
	2019	55%	47%	51%	51%	49%	67%	*	*	-	*	33%	*	45%	58%	50%	50%
At Masters Grade Level	2021	21%	18%	17%	16%	21%	0%	-	-	-	29%	24%	*	18%	15%	14%	29%
	2019	28%	18%	19%	19%	20%	17%	*	*	-	*	5%	*	21%	16%	17%	20%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	35%	31%	29%	39%	*	-	-	-	40%	32%	*	32%	30%	28%	43%
	2019	88%	88%	86%	84%	94%	100%	*	*	-	80%	48%	80%	85%	86%	84%	92%
At Meets Grade Level or Above	2021	36%	9%	8%	8%	7%	*	-	-	-	20%	23%	*	8%	7%	7%	7%
	2019	57%	50%	46%	40%	64%	67%	*	*	-	80%	29%	60%	49%	41%	47%	67%
At Masters Grade Level	2021	11%	2%	3%	4%	4%	*	-	-	-	0%	23%	*	4%	3%	2%	7%
	2019	17%	13%	11%	11%	3%	33%	*	*	-	20%	14%	20%	8%	14%	11%	8%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	55%	50%	48%	55%	20%	-	-	-	71%	27%	*	52%	46%	46%	65%
	2019	81%	79%	73%	69%	82%	100%	*	*	-	*	38%	*	72%	75%	71%	85%
At Meets Grade Level or Above	2021	43%	23%	21%	21%	24%	0%	-	-	-	29%	23%	*	23%	18%	19%	35%
	2019	51%	47%	38%	37%	37%	67%	*	*	-	*	29%	*	39%	36%	34%	45%
At Masters Grade Level	2021	24%	8%	9%	9%	11%	0%	-	-	-	0%	23%	*	10%	7%	8%	18%
	2019	25%	21%	15%	12%	20%	33%	*	*	-	*	10%	*	16%	13%	14%	20%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	43%	38%	38%	39%	20%	-	-	-	43%	24%	*	38%	38%	34%	53%
	2019	69%	64%	60%	58%	59%	100%	*	*	-	*	33%	*	57%	62%	53%	55%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BESSIE COLEMAN MIDDLE (057904042) - CEDAR HILL ISD - DALLAS COUNTY

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	28%	12%	11%	11%	19%	0%	-	-	-	0%	24%	*	12%	11%	12%	29%
	2019	37%	31%	25%	23%	27%	67%	*	*	-	*	24%	*	24%	26%	23%	20%
At Masters Grade Level	2021	14%	3%	3%	4%	3%	0%	-	-	-	0%	24%	*	3%	4%	2%	6%
	2019	21%	13%	12%	10%	16%	33%	*	*	-	*	10%	*	14%	9%	10%	20%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	54%	73%	68%	80%	*	-	-	-	*	-	*	64%	92%	68%	*
	2019	85%	84%	100%	100%	100%	*	-	*	-	-	*	*	100%	100%	100%	100%
At Meets Grade Level or Above	2021	41%	20%	41%	46%	30%	*	-	-	-	*	-	*	36%	54%	40%	*
	2019	61%	52%	97%	95%	100%	*	-	*	-	-	*	*	97%	96%	97%	100%
At Masters Grade Level	2021	23%	9%	12%	7%	30%	*	-	-	-	*	-	*	11%	15%	16%	*
	2019	37%	29%	82%	80%	85%	*	-	*	-	-	*	*	79%	86%	84%	80%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	50%	48%	54%	49%	71%	80%	-	63%	28%	27%	50%	49%	47%	52%
	2019	78%	73%	72%	70%	76%	71%	67%	82%	-	71%	34%	60%	72%	71%	70%	75%
At Meets Grade Level or Above	2021	41%	30%	21%	20%	21%	14%	14%	50%	-	27%	18%	6%	21%	20%	18%	20%
	2019	50%	42%	36%	35%	37%	43%	17%	35%	-	44%	23%	24%	37%	34%	34%	43%
At Masters Grade Level	2021	18%	10%	8%	8%	8%	0%	0%	10%	-	10%	17%	0%	8%	7%	6%	10%
	2019	24%	17%	14%	13%	17%	18%	0%	18%	-	14%	9%	12%	16%	13%	14%	20%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	66%	64%	61%	65%	75%	*	*	-	86%	37%	36%	65%	61%	62%	61%
	2019	75%	72%	74%	73%	77%	64%	*	100%	-	73%	38%	57%	73%	74%	73%	78%
At Meets Grade Level or Above	2021	45%	39%	32%	32%	29%	33%	*	*	-	52%	19%	9%	32%	32%	28%	23%
	2019	48%	41%	40%	40%	39%	36%	*	40%	-	45%	25%	14%	39%	40%	39%	47%
At Masters Grade Level	2021	18%	13%	14%	14%	15%	0%	*	*	-	24%	15%	0%	15%	13%	12%	16%
	2019	21%	15%	18%	18%	20%	14%	*	20%	-	9%	5%	7%	19%	17%	18%	22%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	48%	39%	35%	46%	42%	*	*	-	57%	21%	27%	38%	39%	35%	42%
	2019	82%	76%	75%	73%	85%	68%	*	60%	-	68%	33%	64%	79%	71%	75%	83%
At Meets Grade Level or Above	2021	37%	19%	12%	11%	11%	0%	*	*	-	19%	15%	9%	12%	11%	9%	11%
	2019	52%	42%	37%	35%	43%	50%	*	40%	-	45%	23%	36%	41%	33%	37%	50%

Texas Education Agency
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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	7%	4%	3%	4%	0%	*	*	-	5%	15%	0%	4%	2%	3%	7%
	2019	26%	19%	13%	12%	19%	23%	*	40%	-	5%	15%	14%	15%	12%	13%	22%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	53%	54%	56%	50%	*	*	*	-	17%	27%	0%	51%	57%	50%	44%
	2019	68%	63%	66%	67%	63%	56%	-	*	-	73%	13%	67%	64%	69%	65%	56%
At Meets Grade Level or Above	2021	30%	23%	21%	20%	24%	*	*	*	-	0%	7%	0%	22%	20%	17%	17%
	2019	38%	34%	29%	29%	29%	11%	-	*	-	36%	6%	17%	30%	28%	28%	36%
At Masters Grade Level	2021	9%	4%	3%	4%	0%	*	*	*	-	0%	7%	0%	4%	3%	2%	0%
	2019	14%	11%	9%	8%	6%	0%	-	*	-	36%	0%	0%	10%	7%	8%	8%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	50%	48%	55%	20%	-	-	-	71%	27%	*	52%	46%	46%	65%
	2019	81%	78%	73%	69%	82%	100%	*	*	-	*	38%	*	72%	75%	71%	85%
At Meets Grade Level or Above	2021	44%	30%	21%	21%	24%	0%	-	-	-	29%	23%	*	23%	18%	19%	35%
	2019	54%	45%	38%	37%	37%	67%	*	*	-	*	29%	*	39%	36%	34%	45%
At Masters Grade Level	2021	20%	9%	9%	9%	11%	0%	-	-	-	0%	23%	*	10%	7%	8%	18%
	2019	25%	18%	15%	12%	20%	33%	*	*	-	*	10%	*	16%	13%	14%	20%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	63%	38%	38%	39%	20%	-	-	-	43%	24%	*	38%	38%	34%	53%
	2019	81%	77%	60%	58%	59%	100%	*	*	-	*	33%	*	57%	62%	53%	55%
At Meets Grade Level or Above	2021	49%	35%	11%	11%	19%	0%	-	-	-	0%	24%	*	12%	11%	12%	29%
	2019	55%	50%	25%	23%	27%	67%	*	*	-	*	24%	*	24%	26%	23%	20%
At Masters Grade Level	2021	29%	15%	3%	4%	3%	0%	-	-	-	0%	24%	*	3%	4%	2%	6%
	2019	33%	25%	12%	10%	16%	33%	*	*	-	*	10%	*	14%	9%	10%	20%

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

- Indicates there are no students in the group.

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

Texas Education Agency
2018-19 Progress (TAPR)
BESSIE COLEMAN MIDDLE (057904042) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	45	53	54	46	50	*	-	-	64	40	*	54	51	50	54
	2018	47	39	38	36	43	14	-	*	-	45	29	30	38	38	37	36
Grade 6 Mathematics	2019	54	58	57	58	57	50	*	-	-	57	33	*	64	48	58	54
	2018	56	57	49	51	42	43	-	*	-	50	50	40	43	56	47	39
Grade 7 ELA/Reading	2019	77	78	79	82	75	81	-	*	-	64	80	75	82	76	79	82
	2018	76	77	76	74	83	83	*	*	-	71	71	80	81	71	79	87
Grade 7 Mathematics	2019	62	48	52	54	52	43	-	*	-	50	36	*	58	47	53	48
	2018	67	65	57	54	72	50	*	*	-	21	41	67	58	56	57	76
Grade 8 ELA/Reading	2019	77	77	77	78	77	83	*	*	-	*	73	*	72	83	74	73
	2018	79	80	79	78	79	*	-	*	-	86	74	*	77	82	77	80
Grade 8 Mathematics	2019	82	76	86	86	89	83	*	*	-	80	80	80	85	89	84	83
	2018	81	80	83	84	76	*	-	*	-	88	67	*	81	84	81	70
End of Course Algebra I	2019	75	71	96	94	100	*	-	*	-	-	*	*	94	98	96	100
	2018	72	67	79	79	86	*	-	*	-	*	*	-	79	80	70	*
All Grades Both Subjects	2019	69	68	68	69	68	65	*	65	-	58	56	66	70	66	67	69
	2018	69	68	64	63	66	50	*	81	-	60	57	64	63	64	63	65
All Grades ELA/Reading	2019	68	69	70	72	68	70	*	60	-	57	61	61	70	71	68	73
	2018	69	68	64	63	68	47	*	89	-	67	60	61	65	63	64	69
All Grades Mathematics	2019	70	67	66	67	67	59	*	70	-	59	51	71	70	62	66	66
	2018	70	67	63	64	63	53	*	72	-	52	53	67	61	65	61	62

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BESSIE COLEMAN MIDDLE (057904042) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	50%	*	-	-	-	*	-	40%	-	44%	40%	63%	49%	42%	88%
	2019	78%	73%	72%	-	-	-	-	-	-	63%	-	63%		*		63%	
At Meets Grade Level or Above	2021	41%	30%	21%	*	-	-	-	*	-	10%	-	13%	10%	13%	20%	10%	51%
	2019	50%	42%	36%	-	-	-	-	-	-	29%	-	29%		*		29%	
At Masters Grade Level	2021	18%	10%	8%	*	-	-	-	*	-	7%	-	6%	7%	13%	7%	7%	18%
	2019	24%	17%	14%	-	-	-	-	-	-	13%	-	13%		*		13%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	66%	64%	-	-	-	-	-	-	51%	-	50%	51%	*	64%	53%	93%
	2019	75%	72%	74%	-	-	-	-	-	-	64%	-	64%		*		65%	
At Meets Grade Level or Above	2021	45%	39%	32%	-	-	-	-	-	-	12%	-	17%	11%	*	33%	13%	67%
	2019	48%	41%	40%	-	-	-	-	-	-	28%	-	28%		*		27%	
At Masters Grade Level	2021	18%	13%	14%	-	-	-	-	-	-	10%	-	17%	9%	*	14%	11%	33%
	2019	21%	15%	18%	-	-	-	-	-	-	17%	-	17%		*		16%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	48%	39%	*	-	-	-	*	-	29%	-	33%	29%	*	38%	31%	88%
	2019	82%	76%	75%	-	-	-	-	-	-	75%	-	75%		*		76%	
At Meets Grade Level or Above	2021	37%	19%	12%	*	-	-	-	*	-	2%	-	0%	3%	*	12%	2%	38%
	2019	52%	42%	37%	-	-	-	-	-	-	36%	-	36%		*		35%	
At Masters Grade Level	2021	18%	7%	4%	*	-	-	-	*	-	2%	-	0%	3%	*	3%	2%	19%
	2019	26%	19%	13%	-	-	-	-	-	-	14%	-	14%		*		14%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	53%	54%	*	-	-	-	*	-	33%	-	*	27%	-	54%	33%	*
	2019	68%	63%	66%	-	-	-	-	-	-	53%	-	53%		*		50%	
At Meets Grade Level or Above	2021	30%	23%	21%	*	-	-	-	*	-	7%	-	*	0%	-	22%	7%	*
	2019	38%	34%	29%	-	-	-	-	-	-	29%	-	29%		*		28%	
At Masters Grade Level	2021	9%	4%	3%	*	-	-	-	*	-	0%	-	*	0%	-	4%	0%	*
	2019	14%	11%	9%	-	-	-	-	-	-	6%	-	6%		*		6%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	62%	50%	-	-	-	-	-	-	50%	-	-	50%	-	48%	50%	86%
	2019	81%	78%	73%	-	-	-	-	-	-	70%	-	70%		-		70%	
At Meets Grade Level or Above	2021	44%	30%	21%	-	-	-	-	-	-	25%	-	-	25%	-	20%	25%	57%
	2019	54%	45%	38%	-	-	-	-	-	-	30%	-	30%		-		30%	
At Masters Grade Level	2021	20%	9%	9%	-	-	-	-	-	-	17%	-	-	17%	-	8%	17%	14%
	2019	25%	18%	15%	-	-	-	-	-	-	10%	-	10%		-		10%	
All Grades Social Studies																		

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BESSIE COLEMAN MIDDLE (057904042) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content- Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	63%	38%	-	-	-	-	-	-	42%	-	-	42%	-	36%	42%	71%
	2019	81%	77%	60%	-	-	-	-	-	-	30%	-	30%	-	-	-	30%	-
At Meets Grade Level or Above	2021	49%	35%	11%	-	-	-	-	-	-	17%	-	-	17%	-	10%	17%	43%
	2019	55%	50%	25%	-	-	-	-	-	-	10%	-	10%	-	-	-	10%	-
At Masters Grade Level	2021	29%	15%	3%	-	-	-	-	-	-	8%	-	-	8%	-	3%	8%	0%
	2019	33%	25%	12%	-	-	-	-	-	-	10%	-	10%	-	-	-	10%	-

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- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
BESSIE COLEMAN MIDDLE (057904042) - CEDAR HILL ISD - DALLAS COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	87%	84%	83%	91%	84%	67%	86%	-	87%	84%	87%	86%	82%	84%	94%
Included in Accountability	83%	83%	80%	79%	85%	84%	47%	71%	-	87%	78%	87%	84%	74%	82%	89%
Not Included in Accountability: Mobile	3%	4%	4%	4%	6%	0%	20%	14%	-	0%	5%	0%	2%	8%	2%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	12%	13%	16%	17%	9%	16%	33%	14%	-	13%	16%	13%	14%	18%	16%	6%
Absent	2%	3%	3%	3%	2%	0%	27%	0%	-	0%	1%	5%	2%	4%	4%	0%
Other	10%	10%	13%	14%	8%	16%	7%	14%	-	13%	15%	8%	12%	15%	13%	6%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	98%	100%	100%	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	93%	93%	92%	75%	100%	100%	-	94%	84%	84%	96%	89%	94%	97%
Not Included in Accountability: Mobile	4%	6%	7%	6%	7%	23%	0%	0%	-	6%	15%	16%	4%	11%	5%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	2%	0%	0%	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	2%	0%	0%	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BESSIE COLEMAN MIDDLE (057904042) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	98.8%	98.9%	98.4%	98.4%	*	*	-	98.1%	98.5%	98.7%	98.5%
2018-19	95.4%	95.7%	95.7%	96.0%	95.0%	95.5%	*	*	-	94.4%	94.5%	95.4%	95.6%
Chronic Absenteeism													
2019-20	6.7%	7.4%	5.8%	4.6%	7.3%	10.7%	0.0%	0.0%	-	18.2%	8.8%	6.8%	7.4%
2018-19	11.4%	10.9%	11.1%	10.4%	11.0%	20.6%	*	0.0%	-	14.8%	17.6%	12.4%	13.6%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	0.2%	0.0%	0.9%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2018-19	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BESSIE COLEMAN MIDDLE (057904042) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BESSIE COLEMAN MIDDLE (057904042) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	92.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	92.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	2.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	93.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	92.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	91.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
BESSIE COLEMAN MIDDLE (057904042) - CEDAR HILL ISD - DALLAS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	610	360,220
By Ethnicity:				
African American	-	-	443	44,729
Hispanic	-	-	123	184,060
White	-	-	16	105,215
American Indian	-	-	2	1,226
Asian	-	-	9	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	16	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	24	49,535
Foundation H.S. Program (Endorsement)	-	-	16	15,689
Foundation H.S. Program (DLA)	-	-	570	292,532
Special Education Graduates	-	-	30	29,018
Economically Disadvantaged Graduates	-	-	341	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	18	29,639
At-Risk Graduates	-	-	148	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BESSIE COLEMAN MIDDLE (057904042) - CEDAR HILL ISD - DALLAS COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	44.6%	-	-	-	-	-	-	-	-	-	-	-
	2018-19	33.4%	36.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2019-20	21.2%	23.6%	-	-	-	-	-	-	-	-	-	-	-
	2018-19	24.7%	23.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects	2019-20	16.4%	21.1%	-	-	-	-	-	-	-	-	-	-	-
	2018-19	18.8%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	4.8%	-	-	-	-	-	-	-	-	-	-	-
	2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2019-20	9.7%	4.4%	-	-	-	-	-	-	-	-	-	-	-
	2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects	2019-20	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
	2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	14.0%	?	-	?	-	-	-	-	-	-	-	-
	2019	25.2%	20.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2020	12.7%	7.4%	-	-	-	-	-	-	-	-	-	-	-
	2019	14.5%	11.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020	6.4%	2.1%	-	-	-	-	-	-	-	-	-	-	-
	2019	7.4%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Science	2020	9.4%	3.3%	-	-	-	-	-	-	-	-	-	-	-
	2019	10.4%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2020	12.4%	5.9%	-	-	-	-	-	-	-	-	-	-	-
	2019	13.9%	9.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	33.7%	*	-	*	-	-	-	-	-	-	-	-
	2019	51.0%	23.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2020	50.1%	19.4%	-	-	-	-	-	-	-	-	-	-	-
	2019	41.2%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020	56.5%	26.9%	-	-	-	-	-	-	-	-	-	-	-
	2019	52.2%	26.0%	-	-	-	-	-	-	-	-	-	-	-
Science	2020	47.6%	31.7%	-	-	-	-	-	-	-	-	-	-	-
	2019	40.6%	6.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BESSIE COLEMAN MIDDLE (057904042) - CEDAR HILL ISD - DALLAS COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	17.6%	-	-	-	-	-	-	-	-	-	-	-
	2019	46.3%	21.7%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	95.4%	-	-	-	-	-	-	-	-	-	-	-
	2018-19	75.0%	64.5%	-	-	-	-	-	-	-	-	-	-	-
At/Above Criterion for All Examinees	2019-20	35.7%	20.8%	-	-	-	-	-	-	-	-	-	-	-
	2018-19	36.1%	27.9%	-	-	-	-	-	-	-	-	-	-	-
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	939	-	-	-	-	-	-	-	-	-	-	-
	2018-19	1027	985	-	-	-	-	-	-	-	-	-	-	-
English Language Arts and Writing	2019-20	513	478	-	-	-	-	-	-	-	-	-	-	-
	2018-19	517	506	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2019-20	506	461	-	-	-	-	-	-	-	-	-	-	-
	2018-19	510	479	-	-	-	-	-	-	-	-	-	-	-
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	19	-	-	-	-	-	-	-	-	-	-	-
	2018-19	21	19	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2019-20	20	19	-	-	-	-	-	-	-	-	-	-	-
	2018-19	20	19	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2019-20	20	18	-	-	-	-	-	-	-	-	-	-	-
	2018-19	20	19	-	-	-	-	-	-	-	-	-	-	-
Science	2019-20	21	20	-	-	-	-	-	-	-	-	-	-	-
	2018-19	21	20	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
BESSIE COLEMAN MIDDLE (057904042) - CEDAR HILL ISD - DALLAS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
BESSIE COLEMAN MIDDLE (057904042) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	733	100.0%	7,250	5,359,040	733	100.0%	7,253	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	2.6%	3.7%	0	0.0%	2.6%	3.7%
Kindergarten	0	0.0%	5.2%	6.7%	0	0.0%	5.2%	6.7%
Grade 1	0	0.0%	5.9%	7.1%	0	0.0%	5.9%	7.1%
Grade 2	0	0.0%	5.9%	7.1%	0	0.0%	5.9%	7.1%
Grade 3	0	0.0%	5.8%	7.1%	0	0.0%	5.8%	7.1%
Grade 4	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 5	0	0.0%	6.8%	7.4%	0	0.0%	6.8%	7.4%
Grade 6	233	31.8%	7.4%	7.7%	233	31.8%	7.4%	7.7%
Grade 7	247	33.7%	8.3%	7.9%	247	33.7%	8.3%	7.8%
Grade 8	253	34.5%	8.5%	7.9%	253	34.5%	8.5%	7.9%
Grade 9	0	0.0%	9.9%	8.1%	0	0.0%	9.9%	8.1%
Grade 10	0	0.0%	9.5%	7.8%	0	0.0%	9.5%	7.8%
Grade 11	0	0.0%	9.0%	7.2%	0	0.0%	8.9%	7.2%
Grade 12	0	0.0%	8.2%	6.8%	0	0.0%	8.2%	6.8%
Ethnic Distribution:								
African American	527	71.9%	65.9%	12.7%	527	71.9%	65.9%	12.7%
Hispanic	153	20.9%	25.7%	52.9%	153	20.9%	25.7%	52.9%
White	19	2.6%	2.8%	26.5%	19	2.6%	2.8%	26.5%
American Indian	5	0.7%	0.3%	0.3%	5	0.7%	0.3%	0.3%
Asian	5	0.7%	1.0%	4.7%	5	0.7%	1.0%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	24	3.3%	4.2%	2.7%	24	3.3%	4.2%	2.7%
Sex:								
Female	356	48.6%	48.0%	48.9%	356	48.6%	48.0%	48.9%
Male	377	51.4%	52.0%	51.1%	377	51.4%	52.0%	51.1%
Economically Disadvantaged	511	69.7%	62.1%	60.3%	511	69.7%	62.1%	60.2%
Non-Educationally Disadvantaged	222	30.3%	37.9%	39.7%	222	30.3%	37.9%	39.8%
Section 504 Students	45	6.1%	4.3%	7.2%	45	6.1%	4.3%	7.2%
EB Students/EL	53	7.2%	8.1%	20.7%	53	7.2%	8.1%	20.6%
Students w/ Disciplinary Placements (2019-20)	15	1.8%	1.6%	1.2%				
Students w/ Dyslexia	25	3.4%	2.2%	4.5%	25	3.4%	2.2%	4.5%
Foster Care	8	1.1%	1.0%	0.3%	8	1.1%	1.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
BESSIE COLEMAN MIDDLE (057904042) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	1	0.1%	0.4%	2.0%	1	0.1%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	733	100.0%	63.5%	64.5%	733	100.0%	63.5%	64.5%
Military Connected	12	1.6%	2.2%	2.7%	12	1.6%	2.2%	2.7%
At-Risk	357	48.7%	39.9%	49.2%	357	48.7%	39.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	53	7.2%	8.4%	21.0%	53	7.2%	8.4%	20.9%
Gifted and Talented Education	37	5.0%	5.5%	8.3%	37	5.0%	5.5%	8.3%
Special Education	71	9.7%	8.1%	11.1%	71	9.7%	8.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	71							
By Type of Primary Disability								
Students with Intellectual Disabilities	36	50.7%	45.8%	42.5%				
Students with Physical Disabilities	6	8.5%	12.3%	21.3%				
Students with Autism	11	15.5%	18.9%	14.1%				
Students with Behavioral Disabilities	18	25.4%	21.0%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	2.0%	1.5%				
Mobility (2019-20):								
Total Mobile Students	120	14.1%	14.1%	13.8%				
By Ethnicity:								
African American	81	9.5%	9.3%	2.8%				
Hispanic	21	2.5%	3.2%	7.1%				
White	10	1.2%	0.8%	3.1%				
American Indian	1	0.1%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	7	0.8%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	18	22.2%	17.8%	16.5%				
Count and Percent of EB Students/EL who are Mobile	6	11.1%	7.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	85	13.3%	13.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	70	14.2%	17.6%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
BESSIE COLEMAN MIDDLE (057904042) - CEDAR HILL ISD - DALLAS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.8%	1.4%	-	0.0%	4.8%
Grade 1	-	1.3%	1.9%	-	0.0%	3.2%
Grade 2	-	0.8%	1.0%	-	0.0%	1.4%
Grade 3	-	0.9%	0.5%	-	0.0%	0.6%
Grade 4	-	0.0%	0.3%	-	1.9%	0.4%
Grade 5	-	0.2%	0.2%	-	0.0%	0.3%
Grade 6	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 7	0.4%	0.5%	0.3%	0.0%	0.0%	0.3%
Grade 8	0.0%	0.0%	0.2%	0.0%	0.0%	0.4%
Grade 9	-	2.6%	4.7%	-	1.6%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.5	17.7
Grade 1	-	17.6	18.0
Grade 2	-	17.9	18.0
Grade 3	-	18.5	18.2
Grade 4	-	19.1	18.3
Grade 5	-	19.2	19.8
Grade 6	22.7	21.8	19.4
Secondary:			
English/Language Arts	22.4	22.7	15.7
Foreign Languages	24.7	25.7	17.8
Mathematics	23.8	25.1	16.9
Science	22.7	25.0	17.9
Social Studies	27.0	23.9	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
BESSIE COLEMAN MIDDLE (057904042) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	55.8	100.0%	100.0%	100.0%
Professional Staff:	52.8	94.6%	69.2%	64.3%
Teachers	45.9	82.1%	52.1%	49.6%
Professional Support	5.0	9.0%	11.1%	10.6%
Campus Administration (School Leadership)	2.0	3.5%	3.0%	3.0%
Educational Aides:	3.0	5.4%	8.7%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	5.0	4,290.0
Part-time Librarians	0.0	n/a	1.0	582.0
Full-time Counselors	2.0	n/a	20.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	45.1	80.8%	75.0%	51.5%
Teachers by Ethnicity:				
African American	32.0	69.8%	59.1%	11.1%
Hispanic	5.2	11.3%	9.8%	28.4%
White	5.7	12.4%	26.3%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	1.3%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	3.0	6.5%	3.0%	1.2%
Teachers by Sex:				
Males	11.9	25.9%	27.2%	23.8%
Females	34.0	74.1%	72.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	5.8	12.6%	5.9%	1.2%
Bachelors	28.8	62.7%	62.3%	73.0%
Masters	10.3	22.5%	31.2%	25.0%
Doctorate	1.0	2.2%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	8.7	19.0%	9.1%	6.7%
1-5 Years Experience	16.9	36.8%	32.1%	27.8%
6-10 Years Experience	8.6	18.7%	23.5%	20.3%
11-20 Years Experience	11.7	25.6%	27.6%	29.1%
21-30 Years Experience	0.0	0.0%	6.1%	13.0%
Over 30 Years Experience	0.0	0.0%	1.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
BESSIE COLEMAN MIDDLE (057904042) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	16.0	n/a	15.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	4.1	6.4
Average Years Experience of Principals with District	1.0	3.0	5.5
Average Years Experience of Assistant Principals	4.0	7.0	5.5
Average Years Experience of Assistant Principals with District	1.5	5.7	4.8
Average Years Experience of Teachers:	6.1	8.8	11.2
Average Years Experience of Teachers with District:	3.0	4.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,612	\$54,281	\$50,849
1-5 Years Experience	\$55,817	\$56,101	\$53,288
6-10 Years Experience	\$60,730	\$57,833	\$56,282
11-20 Years Experience	\$60,072	\$61,142	\$59,900
21-30 Years Experience	-	\$64,941	\$64,637
Over 30 Years Experience	-	\$70,762	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$57,595	\$58,497	\$57,641
Professional Support	\$63,408	\$71,401	\$68,030
Campus Administration (School Leadership)	\$82,342	\$82,785	\$83,424
Instructional Staff Percent:	n/a	65.1%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.9%	6.2%
Career and Technical Education	3.1	6.8%	6.8%	5.1%
Compensatory Education	0.0	0.0%	1.9%	2.8%
Gifted and Talented Education	0.0	0.0%	4.2%	1.8%
Regular Education	32.1	70.0%	69.1%	71.0%
Special Education	4.4	9.5%	7.1%	9.4%
Other	6.3	13.7%	9.9%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
BESSIE COLEMAN MIDDLE (057904042) - CEDAR HILL ISD - DALLAS COUNTY

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

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: CEDAR HILL ISD

Campus Name: CEDAR HILL COLLEGIATE ACADEMY

Campus Number: 057904043

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
CEDAR HILL COLLEGIATE ACADEMY (057904043) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	59%	83%	87%	74%	*	-	*	-	*	-	*	83%	83%	78%	88%
	2019	68%	66%	95%	96%	94%	100%	-	*	-	*	-	-	95%	95%	96%	86%
At Meets Grade Level or Above	2021	32%	26%	45%	56%	32%	*	-	*	-	*	-	*	44%	48%	35%	47%
	2019	37%	33%	68%	73%	65%	60%	-	*	-	*	-	-	69%	68%	63%	43%
At Masters Grade Level	2021	15%	12%	23%	26%	19%	*	-	*	-	*	-	*	21%	28%	20%	29%
	2019	18%	17%	37%	39%	39%	20%	-	*	-	*	-	-	33%	43%	38%	21%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	51%	84%	85%	77%	*	-	*	-	*	-	*	82%	86%	80%	88%
	2019	81%	78%	98%	98%	97%	100%	-	*	-	*	-	-	98%	98%	100%	93%
At Meets Grade Level or Above	2021	36%	17%	35%	34%	35%	*	-	*	-	*	-	*	32%	41%	35%	41%
	2019	47%	41%	81%	80%	81%	80%	-	*	-	*	-	-	80%	83%	83%	64%
At Masters Grade Level	2021	15%	5%	10%	12%	10%	*	-	*	-	*	-	*	10%	10%	11%	18%
	2019	21%	17%	47%	54%	35%	40%	-	*	-	*	-	-	49%	45%	42%	29%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	67%	93%	93%	92%	*	*	-	-	*	-	*	93%	93%	91%	93%
	2019	76%	73%	98%	100%	97%	*	-	100%	-	*	*	-	98%	97%	96%	93%
At Meets Grade Level or Above	2021	45%	40%	74%	74%	76%	*	*	-	-	*	-	*	72%	79%	68%	73%
	2019	49%	43%	78%	82%	73%	*	-	80%	-	*	*	-	74%	86%	78%	50%
At Masters Grade Level	2021	25%	22%	51%	49%	54%	*	*	-	-	*	-	*	46%	62%	38%	47%
	2019	29%	23%	58%	60%	58%	*	-	80%	-	*	*	-	58%	58%	58%	43%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	62%	87%	88%	86%	*	*	-	-	*	-	*	87%	86%	88%	73%
	2019	70%	68%	99%	100%	100%	*	-	100%	-	*	*	-	98%	100%	98%	100%
At Meets Grade Level or Above	2021	33%	26%	49%	61%	37%	*	*	-	-	*	-	*	48%	50%	41%	33%
	2019	42%	39%	88%	88%	88%	*	-	100%	-	*	*	-	85%	94%	89%	79%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CEDAR HILL COLLEGIATE ACADEMY (057904043) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	10%	4%	11%	15%	6%	*	*	-	-	*	-	*	13%	7%	12%	7%
	2019	18%	16%	46%	51%	36%	*	-	60%	-	*	*	-	42%	53%	53%	36%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	74%	91%	91%	91%	*	*	*	-	*	-	*	88%	100%	88%	77%
At Meets Grade Level or Above	2021	46%	41%	73%	80%	70%	*	*	*	-	*	-	*	75%	67%	67%	46%
At Masters Grade Level	2021	21%	18%	39%	44%	36%	*	*	*	-	*	-	*	40%	33%	25%	23%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	35%	54%	51%	59%	*	*	-	-	*	-	*	51%	62%	52%	43%
	2019	88%	88%	99%	100%	97%	*	-	100%	-	*	*	-	100%	97%	100%	100%
At Meets Grade Level or Above	2021	36%	9%	17%	20%	12%	*	*	-	-	*	-	*	16%	19%	16%	7%
	2019	57%	50%	80%	79%	82%	*	-	100%	-	*	*	-	78%	83%	84%	86%
At Masters Grade Level	2021	11%	2%	4%	5%	3%	*	*	-	-	*	-	*	4%	4%	6%	0%
	2019	17%	13%	37%	30%	48%	*	-	60%	-	*	*	-	38%	33%	44%	50%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	55%	88%	88%	85%	*	*	*	-	*	-	*	87%	95%	87%	77%
	2019	81%	79%	100%	100%	100%	*	-	*	-	*	*	-	100%	100%	100%	100%
At Meets Grade Level or Above	2021	43%	23%	56%	65%	42%	*	*	*	-	*	-	*	57%	53%	43%	15%
	2019	51%	47%	79%	77%	76%	*	-	*	-	*	*	-	82%	67%	80%	71%
At Masters Grade Level	2021	24%	8%	23%	23%	24%	*	*	*	-	*	-	*	22%	26%	17%	8%
	2019	25%	21%	47%	35%	53%	*	-	*	-	*	*	-	47%	44%	44%	35%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	43%	71%	76%	67%	*	-	*	-	*	-	*	70%	75%	61%	54%
	2019	69%	64%	93%	96%	87%	*	-	*	-	*	*	-	96%	78%	92%	76%
At Meets Grade Level or Above	2021	28%	12%	23%	27%	18%	*	-	*	-	*	-	*	21%	30%	22%	8%
	2019	37%	31%	58%	60%	55%	*	-	*	-	*	*	-	63%	39%	56%	47%
At Masters Grade Level	2021	14%	3%	3%	7%	0%	*	-	*	-	*	-	*	5%	0%	4%	0%
	2019	21%	13%	26%	27%	21%	*	-	*	-	*	*	-	27%	22%	26%	24%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	68%	97%	94%	100%	*	-	*	-	*	*	-	99%	89%	98%	100%
At Meets Grade Level or Above	2019	50%	46%	90%	88%	92%	*	-	*	-	*	*	-	94%	72%	88%	94%
At Masters Grade Level	2019	11%	7%	22%	23%	18%	*	-	*	-	*	*	-	23%	17%	16%	6%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CEDAR HILL COLLEGIATE ACADEMY (057904043) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	54%	92%	91%	94%	100%	*	*	-	*	-	*	91%	95%	89%	85%
	2019	85%	84%	100%	100%	100%	*	-	*	-	*	*	-	100%	100%	100%	100%
At Meets Grade Level or Above	2021	41%	20%	54%	65%	45%	40%	*	*	-	*	-	*	52%	62%	53%	15%
	2019	61%	52%	98%	100%	95%	*	-	*	-	*	*	-	97%	100%	98%	100%
At Masters Grade Level	2021	23%	9%	34%	39%	27%	40%	*	*	-	*	-	*	35%	33%	23%	15%
	2019	37%	29%	82%	83%	76%	*	-	*	-	*	*	-	82%	82%	84%	71%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	83%	84%	81%	96%	100%	100%	-	76%	-	92%	82%	86%	80%	76%
	2019	78%	73%	98%	98%	97%	100%	-	100%	-	88%	91%	-	98%	96%	98%	94%
At Meets Grade Level or Above	2021	41%	30%	48%	54%	41%	46%	67%	50%	-	36%	-	31%	47%	50%	43%	33%
	2019	50%	42%	80%	81%	79%	86%	-	90%	-	68%	82%	-	81%	79%	80%	71%
At Masters Grade Level	2021	18%	10%	23%	25%	20%	23%	17%	50%	-	12%	-	15%	22%	23%	17%	17%
	2019	24%	17%	45%	45%	43%	57%	-	66%	-	24%	45%	-	45%	45%	45%	35%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	66%	89%	91%	86%	100%	*	*	-	91%	-	80%	88%	91%	85%	87%
	2019	75%	72%	97%	97%	97%	100%	-	100%	-	75%	*	-	97%	95%	97%	93%
At Meets Grade Level or Above	2021	45%	39%	65%	71%	60%	63%	*	*	-	36%	-	40%	65%	65%	55%	56%
	2019	48%	41%	79%	81%	77%	83%	-	89%	-	38%	*	-	80%	76%	76%	64%
At Masters Grade Level	2021	18%	13%	38%	40%	38%	38%	*	*	-	18%	-	40%	37%	42%	27%	33%
	2019	21%	15%	39%	42%	37%	42%	-	56%	-	0%	*	-	37%	44%	37%	22%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	48%	77%	77%	77%	89%	*	*	-	73%	-	100%	76%	80%	77%	73%
	2019	82%	76%	99%	99%	98%	100%	-	100%	-	100%	*	-	99%	98%	100%	98%
At Meets Grade Level or Above	2021	37%	19%	36%	41%	31%	33%	*	*	-	36%	-	20%	35%	39%	37%	23%
	2019	52%	42%	86%	86%	86%	83%	-	100%	-	88%	*	-	86%	86%	88%	84%
At Masters Grade Level	2021	18%	7%	17%	20%	13%	22%	*	*	-	9%	-	0%	18%	14%	15%	11%
	2019	26%	19%	55%	54%	54%	58%	-	78%	-	50%	*	-	59%	47%	57%	51%
All Grades Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CEDAR HILL COLLEGIATE ACADEMY (057904043) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	58%	53%	87%	88%	86%	*	*	-	-	*	-	*	87%	86%	88%	73%
	2019	68%	63%	99%	100%	100%	*	-	100%	-	*	*	-	98%	100%	98%	100%
At Meets Grade Level or Above	2021	30%	23%	49%	61%	37%	*	*	-	-	*	-	*	48%	50%	41%	33%
	2019	38%	34%	88%	88%	88%	*	-	100%	-	*	*	-	85%	94%	89%	79%
At Masters Grade Level	2021	9%	4%	11%	15%	6%	*	*	-	-	*	-	*	13%	7%	12%	7%
	2019	14%	11%	46%	51%	36%	*	-	60%	-	*	*	-	42%	53%	53%	36%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	88%	88%	85%	*	*	*	-	*	-	*	87%	95%	87%	77%
	2019	81%	78%	100%	100%	100%	*	-	*	-	*	*	-	100%	100%	100%	100%
At Meets Grade Level or Above	2021	44%	30%	56%	65%	42%	*	*	*	-	*	-	*	57%	53%	43%	15%
	2019	54%	45%	79%	77%	76%	*	-	*	-	*	*	-	82%	67%	80%	71%
At Masters Grade Level	2021	20%	9%	23%	23%	24%	*	*	*	-	*	-	*	22%	26%	17%	8%
	2019	25%	18%	47%	35%	53%	*	-	*	-	*	*	-	47%	44%	44%	35%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	63%	71%	76%	67%	*	-	*	-	*	-	*	70%	75%	61%	54%
	2019	81%	77%	93%	96%	87%	*	-	*	-	*	*	-	96%	78%	92%	76%
At Meets Grade Level or Above	2021	49%	35%	23%	27%	18%	*	-	*	-	*	-	*	21%	30%	22%	8%
	2019	55%	50%	58%	60%	55%	*	-	*	-	*	*	-	63%	39%	56%	47%
At Masters Grade Level	2021	29%	15%	3%	7%	0%	*	-	*	-	*	-	*	5%	0%	4%	0%
	2019	33%	25%	26%	27%	21%	*	-	*	-	*	*	-	27%	22%	26%	24%

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

- Indicates there are no students in the group.

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

Texas Education Agency
2018-19 Progress (TAPR)
CEDAR HILL COLLEGIATE ACADEMY (057904043) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	45	54	57	53	20	-	*	-	*	-	-	50	60	56	46
	2018	47	39	66	62	73	50	-	*	-	*	-	-	64	68	63	67
Grade 6 Mathematics	2019	54	58	74	82	58	60	-	*	-	*	-	-	65	86	69	32
	2018	56	57	73	75	71	90	-	70	-	*	*	-	69	79	76	68
Grade 7 ELA/Reading	2019	77	78	82	84	77	*	-	80	-	*	*	-	81	83	84	71
	2018	76	77	86	79	91	100	-	*	-	*	*	*	86	85	84	95
Grade 7 Mathematics	2019	62	48	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2018	67	65	90	85	94	-	-	-	-	*	*	*	90	91	92	93
Grade 8 Mathematics	2019	82	76	78	75	79	*	-	100	-	*	*	-	78	78	80	93
	2018	81	80	74	67	75	88	-	*	-	*	*	-	76	72	75	64
End of Course Algebra I	2019	75	71	97	98	95	*	-	*	-	*	*	-	96	100	98	100
	2018	72	67	86	92	72	100	-	*	-	*	-	*	85	89	86	63
All Grades Both Subjects	2019	69	68	77	79	74	65	-	87	-	91	*	-	76	79	77	70
	2018	69	68	79	77	80	87	-	76	-	84	*	100	78	79	80	77
All Grades ELA/Reading	2019	68	69	68	71	66	50	-	67	-	*	*	-	67	71	69	59
	2018	69	68	76	70	83	79	-	92	-	83	*	*	75	76	74	82
All Grades Mathematics	2019	70	67	83	84	79	75	-	100	-	100	*	-	82	85	82	77
	2018	70	67	80	81	78	92	-	68	-	85	*	*	80	82	82	75

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CEDAR HILL COLLEGIATE ACADEMY (057904043) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	83%	-	-	-	-	-	-	71%	-	67%	78%	80%	84%	71%	88%
	2019	78%	73%	98%	-	-	-	-	-	-	90%	-	90%		-		90%	
At Meets Grade Level or Above	2021	41%	30%	48%	-	-	-	-	-	-	20%	-	19%	22%	60%	51%	23%	53%
	2019	50%	42%	80%	-	-	-	-	-	-	63%	-	63%		-		63%	
At Masters Grade Level	2021	18%	10%	23%	-	-	-	-	-	-	11%	-	10%	15%	20%	23%	12%	28%
	2019	24%	17%	45%	-	-	-	-	-	-	28%	-	28%		-		28%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	66%	89%	-	-	-	-	-	-	82%	-	78%	90%	*	90%	83%	90%
	2019	75%	72%	97%	-	-	-	-	-	-	86%	-	86%		-		86%	
At Meets Grade Level or Above	2021	45%	39%	65%	-	-	-	-	-	-	39%	-	39%	40%	*	67%	43%	76%
	2019	48%	41%	79%	-	-	-	-	-	-	59%	-	59%		-		59%	
At Masters Grade Level	2021	18%	13%	38%	-	-	-	-	-	-	29%	-	28%	30%	*	40%	27%	43%
	2019	21%	15%	39%	-	-	-	-	-	-	9%	-	9%		-		9%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	48%	77%	-	-	-	-	-	-	67%	-	65%	70%	*	78%	66%	90%
	2019	82%	76%	99%	-	-	-	-	-	-	95%	-	95%		-		95%	
At Meets Grade Level or Above	2021	37%	19%	36%	-	-	-	-	-	-	7%	-	6%	10%	*	39%	10%	48%
	2019	52%	42%	86%	-	-	-	-	-	-	77%	-	77%		-		77%	
At Masters Grade Level	2021	18%	7%	17%	-	-	-	-	-	-	0%	-	0%	0%	*	18%	3%	24%
	2019	26%	19%	55%	-	-	-	-	-	-	45%	-	45%		-		45%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	53%	87%	-	-	-	-	-	-	70%	-	71%	*	*	89%	73%	83%
	2019	68%	63%	99%	-	-	-	-	-	-	*	-	*		-		*	
At Meets Grade Level or Above	2021	30%	23%	49%	-	-	-	-	-	-	20%	-	14%	*	*	52%	18%	67%
	2019	38%	34%	88%	-	-	-	-	-	-	*	-	*		-		*	
At Masters Grade Level	2021	9%	4%	11%	-	-	-	-	-	-	10%	-	0%	*	*	11%	9%	17%
	2019	14%	11%	46%	-	-	-	-	-	-	*	-	*		-		*	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	62%	88%	-	-	-	-	-	-	71%	-	60%	*	-	90%	71%	88%
	2019	81%	78%	100%	-	-	-	-	-	-	100%	-	100%		-		100%	
At Meets Grade Level or Above	2021	44%	30%	56%	-	-	-	-	-	-	14%	-	20%	*	-	62%	14%	38%
	2019	54%	45%	79%	-	-	-	-	-	-	67%	-	67%		-		67%	
At Masters Grade Level	2021	20%	9%	23%	-	-	-	-	-	-	0%	-	0%	*	-	24%	0%	38%
	2019	25%	18%	47%	-	-	-	-	-	-	33%	-	33%		-		33%	
All Grades Social Studies																		

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CEDAR HILL COLLEGIATE ACADEMY (057904043) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content- Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	63%	71%	-	-	-	-	-	-	43%	-	40%	*	-	73%	43%	75%
	2019	81%	77%	93%	-	-	-	-	-	-	75%	-	75%		-		75%	
At Meets Grade Level or Above	2021	49%	35%	23%	-	-	-	-	-	-	0%	-	0%	*	-	27%	0%	13%
	2019	55%	50%	58%	-	-	-	-	-	-	42%	-	42%		-		42%	
At Masters Grade Level	2021	29%	15%	3%	-	-	-	-	-	-	0%	-	0%	*	-	4%	0%	0%
	2019	33%	25%	26%	-	-	-	-	-	-	25%	-	25%		-		25%	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
CEDAR HILL COLLEGIATE ACADEMY (057904043) - CEDAR HILL ISD - DALLAS COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	87%	92%	90%	95%	74%	86%	100%	-	97%	-	100%	92%	90%	94%	97%
Included in Accountability	83%	83%	91%	90%	94%	74%	86%	100%	-	97%	-	100%	92%	89%	93%	96%
Not Included in Accountability: Mobile	3%	4%	1%	0%	1%	0%	0%	0%	-	0%	-	0%	0%	2%	1%	1%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%
Not Tested	12%	13%	8%	10%	5%	26%	14%	0%	-	3%	-	0%	8%	10%	6%	3%
Absent	2%	3%	1%	1%	2%	0%	0%	0%	-	0%	-	0%	2%	0%	2%	0%
Other	10%	10%	7%	9%	3%	26%	14%	0%	-	3%	-	0%	6%	9%	4%	3%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	100%	100%	100%	100%	-	100%	-	100%	100%	-	100%	100%	100%	100%
Not Included in Accountability: Mobile	4%	6%	0%	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	-	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CEDAR HILL COLLEGIATE ACADEMY (057904043) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	98.1%	98.2%	97.9%	97.3%	*	*	-	98.4%	*	98.1%	97.8%
2018-19	95.4%	95.7%	97.9%	98.1%	97.5%	97.2%	-	99.1%	-	97.4%	*	97.8%	97.3%
Chronic Absenteeism													
2019-20	6.7%	7.4%	1.3%	1.2%	1.8%	0.0%	*	0.0%	-	0.0%	*	1.3%	3.3%
2018-19	11.4%	10.9%	2.0%	1.2%	2.9%	6.7%	-	0.0%	-	0.0%	*	3.4%	4.5%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	*	0.0%	0.0%
2018-19	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	*	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CEDAR HILL COLLEGIATE ACADEMY (057904043) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CEDAR HILL COLLEGIATE ACADEMY (057904043) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	92.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	92.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	2.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	93.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	92.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	91.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
CEDAR HILL COLLEGIATE ACADEMY (057904043) - CEDAR HILL ISD - DALLAS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	610	360,220
By Ethnicity:				
African American	-	-	443	44,729
Hispanic	-	-	123	184,060
White	-	-	16	105,215
American Indian	-	-	2	1,226
Asian	-	-	9	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	16	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	24	49,535
Foundation H.S. Program (Endorsement)	-	-	16	15,689
Foundation H.S. Program (DLA)	-	-	570	292,532
Special Education Graduates	-	-	30	29,018
Economically Disadvantaged Graduates	-	-	341	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	18	29,639
At-Risk Graduates	-	-	148	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
CEDAR HILL COLLEGIATE ACADEMY (057904043) - CEDAR HILL ISD - DALLAS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
CEDAR HILL COLLEGIATE ACADEMY (057904043) - CEDAR HILL ISD - DALLAS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
CEDAR HILL COLLEGIATE ACADEMY (057904043) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	285	100.0%	7,250	5,359,040	285	100.0%	7,253	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	2.6%	3.7%	0	0.0%	2.6%	3.7%
Kindergarten	0	0.0%	5.2%	6.7%	0	0.0%	5.2%	6.7%
Grade 1	0	0.0%	5.9%	7.1%	0	0.0%	5.9%	7.1%
Grade 2	0	0.0%	5.9%	7.1%	0	0.0%	5.9%	7.1%
Grade 3	0	0.0%	5.8%	7.1%	0	0.0%	5.8%	7.1%
Grade 4	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 5	0	0.0%	6.8%	7.4%	0	0.0%	6.8%	7.4%
Grade 6	84	29.5%	7.4%	7.7%	84	29.5%	7.4%	7.7%
Grade 7	102	35.8%	8.3%	7.9%	102	35.8%	8.3%	7.8%
Grade 8	99	34.7%	8.5%	7.9%	99	34.7%	8.5%	7.9%
Grade 9	0	0.0%	9.9%	8.1%	0	0.0%	9.9%	8.1%
Grade 10	0	0.0%	9.5%	7.8%	0	0.0%	9.5%	7.8%
Grade 11	0	0.0%	9.0%	7.2%	0	0.0%	8.9%	7.2%
Grade 12	0	0.0%	8.2%	6.8%	0	0.0%	8.2%	6.8%
Ethnic Distribution:								
African American	151	53.0%	65.9%	12.7%	151	53.0%	65.9%	12.7%
Hispanic	106	37.2%	25.7%	52.9%	106	37.2%	25.7%	52.9%
White	14	4.9%	2.8%	26.5%	14	4.9%	2.8%	26.5%
American Indian	1	0.4%	0.3%	0.3%	1	0.4%	0.3%	0.3%
Asian	2	0.7%	1.0%	4.7%	2	0.7%	1.0%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	11	3.9%	4.2%	2.7%	11	3.9%	4.2%	2.7%
Sex:								
Female	148	51.9%	48.0%	48.9%	148	51.9%	48.0%	48.9%
Male	137	48.1%	52.0%	51.1%	137	48.1%	52.0%	51.1%
Economically Disadvantaged	142	49.8%	62.1%	60.3%	142	49.8%	62.1%	60.2%
Non-Educationally Disadvantaged	143	50.2%	37.9%	39.7%	143	50.2%	37.9%	39.8%
Section 504 Students	16	5.6%	4.3%	7.2%	16	5.6%	4.3%	7.2%
EB Students/EL	36	12.6%	8.1%	20.7%	36	12.6%	8.1%	20.6%
Students w/ Disciplinary Placements (2019-20)	3	1.0%	1.6%	1.2%				
Students w/ Dyslexia	1	0.4%	2.2%	4.5%	1	0.4%	2.2%	4.5%
Foster Care	1	0.4%	1.0%	0.3%	1	0.4%	1.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
CEDAR HILL COLLEGIATE ACADEMY (057904043) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	0	0.0%	0.4%	2.0%	0	0.0%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	285	100.0%	63.5%	64.5%	285	100.0%	63.5%	64.5%
Military Connected	5	1.8%	2.2%	2.7%	5	1.8%	2.2%	2.7%
At-Risk	75	26.3%	39.9%	49.2%	75	26.3%	39.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	40	14.0%	8.4%	21.0%	40	14.0%	8.4%	20.9%
Gifted and Talented Education	54	18.9%	5.5%	8.3%	54	18.9%	5.5%	8.3%
Special Education	1	0.4%	8.1%	11.1%	1	0.4%	8.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	*							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	45.8%	42.5%				
Students with Physical Disabilities	*	*	12.3%	21.3%				
Students with Autism	**	**	18.9%	14.1%				
Students with Behavioral Disabilities	**	**	21.0%	20.6%				
Students with Non-Categorical Early Childhood	**	**	2.0%	1.5%				
Mobility (2019-20):								
Total Mobile Students	7	2.3%	14.1%	13.8%				
By Ethnicity:								
African American	4	1.3%	9.3%	2.8%				
Hispanic	3	1.0%	3.2%	7.1%				
White	0	0.0%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	2	66.7%	17.8%	16.5%				
Count and Percent of EB Students/EL who are Mobile	2	6.7%	7.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	5	3.2%	13.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	16	8.2%	17.6%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
CEDAR HILL COLLEGIATE ACADEMY (057904043) - CEDAR HILL ISD - DALLAS COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.8%	1.4%	-	0.0%	4.8%
Grade 1	-	1.3%	1.9%	-	0.0%	3.2%
Grade 2	-	0.8%	1.0%	-	0.0%	1.4%
Grade 3	-	0.9%	0.5%	-	0.0%	0.6%
Grade 4	-	0.0%	0.3%	-	1.9%	0.4%
Grade 5	-	0.2%	0.2%	-	0.0%	0.3%
Grade 6	0.0%	0.0%	0.2%	-	0.0%	0.3%
Grade 7	2.1%	0.5%	0.3%	-	0.0%	0.3%
Grade 8	0.0%	0.0%	0.2%	0.0%	0.0%	0.4%
Grade 9	-	2.6%	4.7%	-	1.6%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.5	17.7
Grade 1	-	17.6	18.0
Grade 2	-	17.9	18.0
Grade 3	-	18.5	18.2
Grade 4	-	19.1	18.3
Grade 5	-	19.2	19.8
Grade 6	19.1	21.8	19.4
Secondary:			
English/Language Arts	23.2	22.7	15.7
Foreign Languages	18.6	25.7	17.8
Mathematics	22.8	25.1	16.9
Science	25.5	25.0	17.9
Social Studies	22.3	23.9	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
CEDAR HILL COLLEGIATE ACADEMY (057904043) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	18.1	100.0%	100.0%	100.0%
Professional Staff:	18.1	100.0%	69.2%	64.3%
Teachers	17.1	94.5%	52.1%	49.6%
Professional Support	1.0	5.5%	11.1%	10.6%
Campus Administration (School Leadership)	0.0	0.0%	3.0%	3.0%
Educational Aides:	0.0	0.0%	8.7%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	5.0	4,290.0
Part-time Librarians	0.0	n/a	1.0	582.0
Full-time Counselors	1.0	n/a	20.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	12.3	68.0%	75.0%	51.5%
Teachers by Ethnicity:				
African American	10.5	61.2%	59.1%	11.1%
Hispanic	0.9	5.0%	9.8%	28.4%
White	3.8	22.2%	26.3%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	1.3%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	2.0	11.7%	3.0%	1.2%
Teachers by Sex:				
Males	4.6	27.1%	27.2%	23.8%
Females	12.5	72.9%	72.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	5.9%	1.2%
Bachelors	13.9	81.2%	62.3%	73.0%
Masters	3.2	18.8%	31.2%	25.0%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	9.1%	6.7%
1-5 Years Experience	8.5	49.8%	32.1%	27.8%
6-10 Years Experience	5.8	33.8%	23.5%	20.3%
11-20 Years Experience	2.8	16.3%	27.6%	29.1%
21-30 Years Experience	0.0	0.0%	6.1%	13.0%
Over 30 Years Experience	0.0	0.0%	1.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
CEDAR HILL COLLEGIATE ACADEMY (057904043) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	16.6	n/a	15.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	4.1	6.4
Average Years Experience of Principals with District	0.0	3.0	5.5
Average Years Experience of Assistant Principals	0.0	7.0	5.5
Average Years Experience of Assistant Principals with District	0.0	5.7	4.8
Average Years Experience of Teachers:	5.9	8.8	11.2
Average Years Experience of Teachers with District:	3.9	4.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$54,281	\$50,849
1-5 Years Experience	\$55,589	\$56,101	\$53,288
6-10 Years Experience	\$57,650	\$57,833	\$56,282
11-20 Years Experience	\$58,425	\$61,142	\$59,900
21-30 Years Experience	-	\$64,941	\$64,637
Over 30 Years Experience	-	\$70,762	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$56,750	\$58,497	\$57,641
Professional Support	\$63,386	\$71,401	\$68,030
Campus Administration (School Leadership)	-	\$82,785	\$83,424
Instructional Staff Percent:	n/a	65.1%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.9%	6.2%
Career and Technical Education	0.1	0.6%	6.8%	5.1%
Compensatory Education	0.0	0.0%	1.9%	2.8%
Gifted and Talented Education	0.0	0.0%	4.2%	1.8%
Regular Education	7.2	41.9%	69.1%	71.0%
Special Education	0.0	0.0%	7.1%	9.4%
Other	9.8	57.5%	9.9%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
CEDAR HILL COLLEGIATE ACADEMY (057904043) - CEDAR HILL ISD - DALLAS COUNTY

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

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: CEDAR HILL ISD

Campus Name: BRAY EL

Campus Number: 057904101

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
BRAY EL (057904101) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	63%	58%	46%	63%	-	-	-	-	*	*	-	60%	56%	53%	-
	2019	76%	64%	70%	73%	86%	50%	-	-	-	*	*	*	64%	80%	67%	*
At Meets Grade Level or Above	2021	39%	28%	33%	23%	63%	-	-	-	-	*	*	-	33%	33%	20%	-
	2019	45%	32%	30%	32%	29%	33%	-	-	-	*	*	*	41%	13%	26%	*
At Masters Grade Level	2021	19%	9%	13%	8%	25%	-	-	-	-	*	*	-	20%	0%	0%	-
	2019	27%	19%	16%	14%	14%	33%	-	-	-	*	*	*	27%	0%	15%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	49%	46%	31%	63%	-	-	-	-	*	*	-	47%	44%	33%	-
	2019	79%	64%	65%	68%	71%	67%	-	-	-	*	*	*	64%	67%	67%	*
At Meets Grade Level or Above	2021	31%	20%	21%	23%	25%	-	-	-	-	*	*	-	33%	0%	7%	-
	2019	49%	38%	49%	45%	57%	67%	-	-	-	*	*	*	55%	40%	52%	*
At Masters Grade Level	2021	14%	6%	4%	0%	13%	-	-	-	-	*	*	-	7%	0%	7%	-
	2019	25%	17%	14%	9%	29%	17%	-	-	-	*	*	*	5%	27%	15%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	36%	35%	30%	*	-	*	-	*	17%	*	42%	29%	29%	-
	2019	75%	66%	73%	64%	86%	*	-	*	-	*	*	*	76%	70%	65%	*
At Meets Grade Level or Above	2021	36%	28%	12%	18%	10%	*	-	*	-	*	0%	*	21%	0%	4%	-
	2019	44%	33%	49%	43%	50%	*	-	*	-	*	*	*	48%	50%	45%	*
At Masters Grade Level	2021	17%	10%	3%	6%	0%	*	-	*	-	*	0%	*	5%	0%	4%	-
	2019	22%	14%	20%	18%	14%	*	-	*	-	*	*	*	21%	20%	10%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	47%	32%	33%	20%	*	-	*	-	*	17%	*	47%	13%	28%	-
	2019	75%	65%	58%	46%	57%	100%	-	*	-	*	*	*	57%	60%	44%	*
At Meets Grade Level or Above	2021	36%	25%	12%	22%	0%	*	-	*	-	*	0%	*	16%	7%	4%	-
	2019	48%	38%	28%	18%	36%	40%	-	*	-	*	*	*	33%	20%	19%	*
At Masters Grade Level	2021	21%	13%	3%	6%	0%	*	-	*	-	*	0%	*	5%	0%	4%	-
	2019	28%	18%	16%	7%	14%	40%	-	*	-	*	*	*	23%	5%	9%	*
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BRAY EL (057904101) - CEDAR HILL ISD - DALLAS COUNTY

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	41%	33%	33%	27%	*	-	*	-	*	0%	*	45%	19%	32%	*
	2019	67%	57%	80%	71%	86%	100%	-	*	-	*	*	*	77%	85%	75%	*
At Meets Grade Level or Above	2021	27%	21%	11%	17%	0%	*	-	*	-	*	0%	*	15%	6%	7%	*
	2019	35%	28%	38%	29%	29%	80%	-	*	-	*	*	*	37%	40%	22%	*
At Masters Grade Level	2021	8%	4%	3%	6%	0%	*	-	*	-	*	0%	*	5%	0%	4%	*
	2019	11%	7%	14%	11%	0%	40%	-	*	-	*	*	*	17%	10%	6%	*
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	63%	62%	50%	83%	*	*	-	-	*	*	*	68%	53%	66%	-
	2019	86%	80%	81%	76%	90%	*	-	-	-	*	*	*	86%	75%	77%	*
At Meets Grade Level or Above	2021	46%	35%	27%	21%	50%	*	*	-	-	*	*	*	36%	13%	28%	-
	2019	54%	43%	32%	24%	40%	*	-	-	-	*	*	*	24%	44%	35%	*
At Masters Grade Level	2021	30%	20%	16%	17%	33%	*	*	-	-	*	*	*	23%	7%	17%	-
	2019	29%	23%	11%	12%	10%	*	-	-	-	*	*	*	5%	19%	12%	*
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	50%	49%	36%	83%	*	*	-	-	*	*	*	52%	43%	44%	-
	2019	90%	86%	95%	92%	100%	*	-	-	-	*	*	*	95%	94%	92%	*
At Meets Grade Level or Above	2021	44%	25%	34%	18%	67%	*	*	-	-	*	*	*	43%	21%	33%	-
	2019	58%	47%	32%	28%	40%	*	-	-	-	*	*	*	24%	44%	35%	*
At Masters Grade Level	2021	25%	10%	6%	0%	17%	*	*	-	-	*	*	*	10%	0%	4%	-
	2019	36%	27%	16%	16%	20%	*	-	-	-	*	*	*	10%	25%	15%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	47%	49%	36%	67%	*	*	-	-	*	*	*	50%	46%	43%	-
	2019	75%	67%	62%	56%	70%	*	-	-	-	*	*	*	67%	56%	58%	*
At Meets Grade Level or Above	2021	31%	19%	11%	5%	33%	*	*	-	-	*	*	*	14%	8%	11%	-
	2019	49%	34%	24%	24%	20%	*	-	-	-	*	*	*	19%	31%	27%	*
At Masters Grade Level	2021	13%	5%	3%	0%	0%	*	*	-	-	*	*	*	5%	0%	4%	-
	2019	24%	12%	11%	12%	10%	*	-	-	-	*	*	*	10%	13%	12%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	45%	38%	49%	69%	*	*	-	63%	11%	50%	52%	36%	41%	*
	2019	78%	73%	73%	68%	80%	79%	-	*	-	77%	29%	80%	72%	73%	67%	59%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BRAY EL (057904101) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	30%	20%	18%	26%	25%	*	*	-	13%	0%	0%	26%	10%	15%	*
	2019	50%	42%	36%	30%	37%	59%	-	*	-	46%	13%	40%	36%	36%	32%	18%
At Masters Grade Level	2021	18%	10%	6%	5%	9%	13%	*	*	-	0%	0%	0%	10%	1%	6%	*
	2019	24%	17%	15%	12%	13%	28%	-	*	-	23%	0%	30%	15%	14%	11%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	66%	52%	44%	54%	80%	*	*	-	78%	10%	*	57%	45%	50%	-
	2019	75%	72%	75%	71%	87%	64%	-	*	-	80%	33%	*	75%	75%	69%	50%
At Meets Grade Level or Above	2021	45%	39%	23%	20%	38%	20%	*	*	-	11%	0%	*	30%	13%	18%	-
	2019	48%	41%	38%	33%	42%	45%	-	*	-	60%	0%	*	39%	37%	36%	17%
At Masters Grade Level	2021	18%	13%	11%	11%	17%	0%	*	*	-	0%	0%	*	16%	3%	9%	-
	2019	21%	15%	16%	15%	13%	27%	-	*	-	20%	0%	*	18%	14%	12%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	48%	42%	34%	50%	60%	*	*	-	56%	11%	*	49%	32%	36%	-
	2019	82%	76%	71%	68%	74%	83%	-	*	-	60%	33%	*	70%	73%	66%	67%
At Meets Grade Level or Above	2021	37%	19%	23%	21%	25%	40%	*	*	-	11%	0%	*	31%	11%	16%	-
	2019	52%	42%	35%	29%	42%	58%	-	*	-	20%	22%	*	37%	33%	34%	33%
At Masters Grade Level	2021	18%	7%	4%	2%	8%	20%	*	*	-	0%	0%	*	7%	0%	4%	-
	2019	26%	19%	15%	11%	19%	25%	-	*	-	20%	0%	*	14%	18%	13%	33%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	53%	33%	33%	27%	*	-	*	-	*	0%	*	45%	19%	32%	*
	2019	68%	63%	80%	71%	86%	100%	-	*	-	*	*	*	77%	85%	75%	*
At Meets Grade Level or Above	2021	30%	23%	11%	17%	0%	*	-	*	-	*	0%	*	15%	6%	7%	*
	2019	38%	34%	38%	29%	29%	80%	-	*	-	*	*	*	37%	40%	22%	*
At Masters Grade Level	2021	9%	4%	3%	6%	0%	*	-	*	-	*	0%	*	5%	0%	4%	*
	2019	14%	11%	14%	11%	0%	40%	-	*	-	*	*	*	17%	10%	6%	*
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	49%	36%	67%	*	*	-	-	*	*	*	50%	46%	43%	-
	2019	81%	78%	62%	56%	70%	*	-	-	-	*	*	*	67%	56%	58%	*
At Meets Grade Level or Above	2021	44%	30%	11%	5%	33%	*	*	-	-	*	*	*	14%	8%	11%	-
	2019	54%	45%	24%	24%	20%	*	-	-	-	*	*	*	19%	31%	27%	*
At Masters Grade Level	2021	20%	9%	3%	0%	0%	*	*	-	-	*	*	*	5%	0%	4%	-
	2019	25%	18%	11%	12%	10%	*	-	-	-	*	*	*	10%	13%	12%	*

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BRAY EL (057904101) - CEDAR HILL ISD - DALLAS COUNTY

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

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

Texas Education Agency
2018-19 Progress (TAPR)
BRAY EL (057904101) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Economic Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	58	73	72	82	*	-	*	-	*	*	*	71	76	68	*
	2018	63	61	69	67	68	*	-	-	-	*	*	*	79	56	87	*
Grade 4 Mathematics	2019	65	60	47	40	36	80	-	*	-	*	*	*	53	35	34	*
	2018	65	59	76	80	65	*	-	-	-	*	*	*	71	83	71	*
Grade 5 ELA/Reading	2019	81	85	82	84	75	*	-	-	-	*	*	*	83	81	79	*
	2018	80	82	93	90	100	-	-	-	-	*	-	*	90	97	91	*
Grade 5 Mathematics	2019	83	85	92	88	100	*	-	-	-	*	*	*	95	88	96	*
	2018	81	80	76	73	89	-	-	-	-	-	-	*	78	73	75	*
All Grades Both Subjects	2019	69	68	72	71	71	64	-	*	-	100	75	*	73	70	67	55
	2018	69	68	79	78	79	*	-	-	-	*	*	83	79	77	81	50
All Grades ELA/Reading	2019	68	69	77	78	79	40	-	*	-	*	67	*	76	79	73	30
	2018	69	68	81	80	83	*	-	-	-	*	*	*	85	76	90	*
All Grades Mathematics	2019	70	67	67	64	63	83	-	*	-	*	83	*	71	61	62	80
	2018	70	67	76	76	75	*	-	-	-	*	*	*	74	79	73	33

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

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BRAY EL (057904101) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	45%	-	-	-	-	-	-	*	*	-	-	-	46%	*	-
	2019	78%	73%	73%	-	-	-	-	-	-	55%	44%	*	-	*		50%	-
At Meets Grade Level or Above	2021	41%	30%	20%	-	-	-	-	-	-	*	*	-	-	-	20%	*	-
	2019	50%	42%	36%	-	-	-	-	-	-	9%	0%	*	-	*		7%	-
At Masters Grade Level	2021	18%	10%	6%	-	-	-	-	-	-	*	*	-	-	-	6%	*	-
	2019	24%	17%	15%	-	-	-	-	-	-	9%	0%	*	-	*		7%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	66%	52%	-	-	-	-	-	-	-	-	-	-	-	52%	-	-
	2019	75%	72%	75%	-	-	-	-	-	-	*	*	*	-	*		40%	-
At Meets Grade Level or Above	2021	45%	39%	23%	-	-	-	-	-	-	-	-	-	-	-	23%	-	-
	2019	48%	41%	38%	-	-	-	-	-	-	*	*	*	-	*		0%	-
At Masters Grade Level	2021	18%	13%	11%	-	-	-	-	-	-	-	-	-	-	-	11%	-	-
	2019	21%	15%	16%	-	-	-	-	-	-	*	*	*	-	*		0%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	48%	42%	-	-	-	-	-	-	-	-	-	-	-	42%	-	-
	2019	82%	76%	71%	-	-	-	-	-	-	*	*	*	-	*		60%	-
At Meets Grade Level or Above	2021	37%	19%	23%	-	-	-	-	-	-	-	-	-	-	-	23%	-	-
	2019	52%	42%	35%	-	-	-	-	-	-	*	*	*	-	*		20%	-
At Masters Grade Level	2021	18%	7%	4%	-	-	-	-	-	-	-	-	-	-	-	4%	-	-
	2019	26%	19%	15%	-	-	-	-	-	-	*	*	*	-	*		20%	-
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	53%	33%	-	-	-	-	-	-	*	*	-	-	-	34%	*	-
	2019	68%	63%	80%	-	-	-	-	-	-	*	*	-	-	*		*	-
At Meets Grade Level or Above	2021	30%	23%	11%	-	-	-	-	-	-	*	*	-	-	-	11%	*	-
	2019	38%	34%	38%	-	-	-	-	-	-	*	*	-	-	*		*	-
At Masters Grade Level	2021	9%	4%	3%	-	-	-	-	-	-	*	*	-	-	-	3%	*	-
	2019	14%	11%	14%	-	-	-	-	-	-	*	*	-	-	*		*	-
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	62%	49%	-	-	-	-	-	-	-	-	-	-	-	49%	-	-
	2019	81%	78%	62%	-	-	-	-	-	-	*	*	-	-	-		*	-
At Meets Grade Level or Above	2021	44%	30%	11%	-	-	-	-	-	-	-	-	-	-	-	11%	-	-
	2019	54%	45%	24%	-	-	-	-	-	-	*	*	-	-	-		*	-
At Masters Grade Level	2021	20%	9%	3%	-	-	-	-	-	-	-	-	-	-	-	3%	-	-
	2019	25%	18%	11%	-	-	-	-	-	-	*	*	-	-	-		*	-

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BRAY EL (057904101) - CEDAR HILL ISD - DALLAS COUNTY

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

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
BRAY EL (057904101) - CEDAR HILL ISD - DALLAS COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	87%	86%	85%	82%	89%	*	*	-	100%	88%	100%	85%	87%	86%	*
Included in Accountability	83%	83%	78%	76%	73%	89%	*	*	-	100%	79%	100%	81%	74%	85%	*
Not Included in Accountability: Mobile	3%	4%	8%	9%	8%	0%	*	*	-	0%	9%	0%	3%	13%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	*	*	-	0%	0%	0%	1%	0%	0%	*
Not Tested	12%	13%	14%	15%	18%	11%	*	*	-	0%	12%	0%	15%	13%	14%	*
Absent	2%	3%	3%	2%	6%	11%	*	*	-	0%	0%	0%	1%	6%	3%	*
Other	10%	10%	11%	13%	12%	0%	*	*	-	0%	12%	0%	14%	7%	11%	*
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	97%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	96%	96%	99%	97%	-	*	-	81%	80%	100%	96%	96%	96%	100%
Not Included in Accountability: Mobile	4%	6%	4%	4%	1%	0%	-	*	-	19%	20%	0%	3%	4%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	3%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	3%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BRAY EL (057904101) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	98.9%	99.0%	98.8%	98.0%	*	*	-	99.0%	98.8%	99.0%	*
2018-19	95.4%	95.7%	96.1%	95.5%	96.9%	97.0%	-	*	-	97.3%	95.8%	95.3%	95.1%
Chronic Absenteeism													
2019-20	6.7%	7.4%	6.1%	5.1%	3.5%	18.2%	*	*	-	7.7%	15.0%	6.0%	16.7%
2018-19	11.4%	10.9%	8.9%	11.7%	5.3%	6.3%	-	*	-	0.0%	15.8%	11.8%	25.0%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BRAY EL (057904101) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BRAY EL (057904101) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	92.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	92.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	2.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	93.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	92.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	91.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
BRAY EL (057904101) - CEDAR HILL ISD - DALLAS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	610	360,220
By Ethnicity:				
African American	-	-	443	44,729
Hispanic	-	-	123	184,060
White	-	-	16	105,215
American Indian	-	-	2	1,226
Asian	-	-	9	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	16	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	24	49,535
Foundation H.S. Program (Endorsement)	-	-	16	15,689
Foundation H.S. Program (DLA)	-	-	570	292,532
Special Education Graduates	-	-	30	29,018
Economically Disadvantaged Graduates	-	-	341	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	18	29,639
At-Risk Graduates	-	-	148	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BRAY EL (057904101) - CEDAR HILL ISD - DALLAS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
BRAY EL (057904101) - CEDAR HILL ISD - DALLAS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
BRAY EL (057904101) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	236	100.0%	7,250	5,359,040	236	100.0%	7,253	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	16	6.8%	2.6%	3.7%	16	6.8%	2.6%	3.7%
Kindergarten	31	13.1%	5.2%	6.7%	31	13.1%	5.2%	6.7%
Grade 1	38	16.1%	5.9%	7.1%	38	16.1%	5.9%	7.1%
Grade 2	35	14.8%	5.9%	7.1%	35	14.8%	5.9%	7.1%
Grade 3	34	14.4%	5.8%	7.1%	34	14.4%	5.8%	7.1%
Grade 4	41	17.4%	7.0%	7.2%	41	17.4%	7.0%	7.2%
Grade 5	41	17.4%	6.8%	7.4%	41	17.4%	6.8%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.8%
Grade 8	0	0.0%	8.5%	7.9%	0	0.0%	8.5%	7.9%
Grade 9	0	0.0%	9.9%	8.1%	0	0.0%	9.9%	8.1%
Grade 10	0	0.0%	9.5%	7.8%	0	0.0%	9.5%	7.8%
Grade 11	0	0.0%	9.0%	7.2%	0	0.0%	8.9%	7.2%
Grade 12	0	0.0%	8.2%	6.8%	0	0.0%	8.2%	6.8%
Ethnic Distribution:								
African American	142	60.2%	65.9%	12.7%	142	60.2%	65.9%	12.7%
Hispanic	69	29.2%	25.7%	52.9%	69	29.2%	25.7%	52.9%
White	10	4.2%	2.8%	26.5%	10	4.2%	2.8%	26.5%
American Indian	1	0.4%	0.3%	0.3%	1	0.4%	0.3%	0.3%
Asian	1	0.4%	1.0%	4.7%	1	0.4%	1.0%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	13	5.5%	4.2%	2.7%	13	5.5%	4.2%	2.7%
Sex:								
Female	113	47.9%	48.0%	48.9%	113	47.9%	48.0%	48.9%
Male	123	52.1%	52.0%	51.1%	123	52.1%	52.0%	51.1%
Economically Disadvantaged	156	66.1%	62.1%	60.3%	156	66.1%	62.1%	60.2%
Non-Educationally Disadvantaged	80	33.9%	37.9%	39.7%	80	33.9%	37.9%	39.8%
Section 504 Students	8	3.4%	4.3%	7.2%	8	3.4%	4.3%	7.2%
EB Students/EL	5	2.1%	8.1%	20.7%	5	2.1%	8.1%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.6%	1.2%				
Students w/ Dyslexia	9	3.8%	2.2%	4.5%	9	3.8%	2.2%	4.5%
Foster Care	1	0.4%	1.0%	0.3%	1	0.4%	1.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
BRAY EL (057904101) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	0	0.0%	0.4%	2.0%	0	0.0%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	236	100.0%	63.5%	64.5%	236	100.0%	63.5%	64.5%
Military Connected	3	1.3%	2.2%	2.7%	3	1.3%	2.2%	2.7%
At-Risk	58	24.6%	39.9%	49.2%	58	24.6%	39.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	6	2.5%	8.4%	21.0%	6	2.5%	8.4%	20.9%
Gifted and Talented Education	17	7.2%	5.5%	8.3%	17	7.2%	5.5%	8.3%
Special Education	13	5.5%	8.1%	11.1%	13	5.5%	8.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	13							
By Type of Primary Disability								
Students with Intellectual Disabilities	6	46.2%	45.8%	42.5%				
Students with Physical Disabilities	*	*	12.3%	21.3%				
Students with Autism	*	*	18.9%	14.1%				
Students with Behavioral Disabilities	*	*	21.0%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	2.0%	1.5%				
Mobility (2019-20):								
Total Mobile Students	35	16.2%	14.1%	13.8%				
By Ethnicity:								
African American	18	8.3%	9.3%	2.8%				
Hispanic	10	4.6%	3.2%	7.1%				
White	4	1.9%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.5%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.9%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	2	10.0%	17.8%	16.5%				
Count and Percent of EB Students/EL who are Mobile	1	16.7%	7.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	23	15.2%	13.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	28	14.8%	17.6%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
BRAY EL (057904101) - CEDAR HILL ISD - DALLAS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.8%	1.4%	0.0%	0.0%	4.8%
Grade 1	6.5%	1.3%	1.9%	0.0%	0.0%	3.2%
Grade 2	3.4%	0.8%	1.0%	0.0%	0.0%	1.4%
Grade 3	2.9%	0.9%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	1.9%	0.4%
Grade 5	0.0%	0.2%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.5%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	2.6%	4.7%	-	1.6%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	16.0	15.5	17.7
Grade 1	19.0	17.6	18.0
Grade 2	17.5	17.9	18.0
Grade 3	17.1	18.5	18.2
Grade 4	20.5	19.1	18.3
Grade 5	20.5	19.2	19.8
Grade 6	-	21.8	19.4
Secondary:			
English/Language Arts	-	22.7	15.7
Foreign Languages	-	25.7	17.8
Mathematics	-	25.1	16.9
Science	-	25.0	17.9
Social Studies	-	23.9	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
BRAY EL (057904101) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	24.9	100.0%	100.0%	100.0%
Professional Staff:	21.9	88.0%	69.2%	64.3%
Teachers	18.5	74.2%	52.1%	49.6%
Professional Support	2.0	8.0%	11.1%	10.6%
Campus Administration (School Leadership)	1.4	5.8%	3.0%	3.0%
Educational Aides:	3.0	12.0%	8.7%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	5.0	4,290.0
Part-time Librarians	0.0	n/a	1.0	582.0
Full-time Counselors	1.0	n/a	20.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	16.4	66.0%	75.0%	51.5%
Teachers by Ethnicity:				
African American	10.0	54.1%	59.1%	11.1%
Hispanic	1.0	5.4%	9.8%	28.4%
White	7.5	40.5%	26.3%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	1.3%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.0	0.0%	3.0%	1.2%
Teachers by Sex:				
Males	4.2	22.8%	27.2%	23.8%
Females	14.3	77.2%	72.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.2	1.2%	5.9%	1.2%
Bachelors	12.3	66.3%	62.3%	73.0%
Masters	6.0	32.5%	31.2%	25.0%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.2	1.2%	9.1%	6.7%
1-5 Years Experience	6.0	32.5%	32.1%	27.8%
6-10 Years Experience	5.0	27.1%	23.5%	20.3%
11-20 Years Experience	4.3	23.0%	27.6%	29.1%
21-30 Years Experience	3.0	16.2%	6.1%	13.0%
Over 30 Years Experience	0.0	0.0%	1.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
BRAY EL (057904101) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	12.8	n/a	15.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	4.1	6.4
Average Years Experience of Principals with District	2.0	3.0	5.5
Average Years Experience of Assistant Principals	4.0	7.0	5.5
Average Years Experience of Assistant Principals with District	2.0	5.7	4.8
Average Years Experience of Teachers:	9.8	8.8	11.2
Average Years Experience of Teachers with District:	5.1	4.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,750	\$54,281	\$50,849
1-5 Years Experience	\$54,075	\$56,101	\$53,288
6-10 Years Experience	\$56,717	\$57,833	\$56,282
11-20 Years Experience	\$59,149	\$61,142	\$59,900
21-30 Years Experience	\$61,780	\$64,941	\$64,637
Over 30 Years Experience	-	\$70,762	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$57,242	\$58,497	\$57,641
Professional Support	\$61,165	\$71,401	\$68,030
Campus Administration (School Leadership)	\$69,124	\$82,785	\$83,424
Instructional Staff Percent:	n/a	65.1%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.9%	6.2%
Career and Technical Education	0.0	0.0%	6.8%	5.1%
Compensatory Education	1.0	5.4%	1.9%	2.8%
Gifted and Talented Education	0.0	0.0%	4.2%	1.8%
Regular Education	16.5	89.2%	69.1%	71.0%
Special Education	1.0	5.4%	7.1%	9.4%
Other	0.0	0.0%	9.9%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
BRAY EL (057904101) - CEDAR HILL ISD - DALLAS COUNTY

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

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: CEDAR HILL ISD

Campus Name: PLUMMER EL

Campus Number: 057904102

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
PLUMMER EL (057904102) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	63%	65%	58%	78%	*	-	-	-	*	*	*	69%	62%	56%	*
	2019	76%	64%	59%	50%	76%	*	-	*	-	83%	0%	*	57%	61%	59%	100%
At Meets Grade Level or Above	2021	39%	28%	25%	23%	33%	*	-	-	-	*	*	*	31%	19%	22%	*
	2019	45%	32%	33%	24%	47%	*	-	*	-	50%	0%	*	33%	32%	31%	50%
At Masters Grade Level	2021	19%	9%	7%	5%	11%	*	-	-	-	*	*	*	10%	4%	8%	*
	2019	27%	19%	21%	10%	41%	*	-	*	-	33%	0%	*	20%	23%	22%	50%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	49%	39%	31%	67%	*	-	-	-	*	*	*	50%	27%	37%	*
	2019	79%	64%	65%	59%	82%	*	-	*	-	67%	11%	*	69%	58%	62%	100%
At Meets Grade Level or Above	2021	31%	20%	11%	3%	33%	*	-	-	-	*	*	*	7%	15%	14%	*
	2019	49%	38%	42%	29%	71%	*	-	*	-	67%	0%	*	43%	42%	41%	100%
At Masters Grade Level	2021	14%	6%	0%	0%	0%	*	-	-	-	*	*	*	0%	0%	0%	*
	2019	25%	17%	18%	9%	41%	*	-	*	-	33%	0%	*	20%	13%	16%	50%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	44%	41%	50%	*	-	*	-	*	*	*	51%	37%	39%	*
	2019	75%	66%	65%	57%	88%	*	-	*	-	50%	47%	*	67%	63%	67%	90%
At Meets Grade Level or Above	2021	36%	28%	25%	24%	25%	*	-	*	-	*	*	*	32%	17%	24%	*
	2019	44%	33%	29%	22%	52%	*	-	*	-	17%	0%	*	33%	25%	27%	40%
At Masters Grade Level	2021	17%	10%	8%	7%	0%	*	-	*	-	*	*	*	16%	0%	9%	*
	2019	22%	14%	11%	7%	20%	*	-	*	-	17%	0%	*	11%	11%	13%	20%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	47%	36%	34%	25%	*	-	*	-	*	*	*	42%	29%	36%	*
	2019	75%	65%	64%	55%	92%	*	-	*	-	50%	27%	*	67%	61%	66%	90%
At Meets Grade Level or Above	2021	36%	25%	15%	14%	13%	*	-	*	-	*	*	*	24%	6%	16%	*
	2019	48%	38%	31%	18%	64%	*	-	*	-	50%	13%	*	33%	30%	32%	80%
At Masters Grade Level	2021	21%	13%	10%	8%	0%	*	-	*	-	*	*	*	13%	6%	9%	*
	2019	28%	18%	14%	6%	28%	*	-	*	-	33%	7%	*	15%	12%	14%	40%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PLUMMER EL (057904102) - CEDAR HILL ISD - DALLAS COUNTY

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	41%	32%	31%	33%	*	-	*	-	-	*	*	29%	35%	33%	*
	2019	67%	57%	45%	41%	64%	*	-	*	-	33%	13%	*	46%	45%	43%	40%
At Meets Grade Level or Above	2021	27%	21%	10%	11%	0%	*	-	*	-	-	*	*	15%	6%	12%	*
	2019	35%	28%	17%	13%	24%	*	-	*	-	33%	0%	*	20%	14%	17%	20%
At Masters Grade Level	2021	8%	4%	0%	0%	0%	*	-	*	-	-	*	*	0%	0%	0%	*
	2019	11%	7%	2%	0%	8%	*	-	*	-	0%	0%	*	2%	2%	2%	20%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	63%	61%	59%	63%	*	-	-	-	75%	22%	*	63%	58%	61%	80%
	2019	86%	80%	85%	86%	80%	*	-	-	-	100%	33%	*	85%	84%	83%	78%
At Meets Grade Level or Above	2021	46%	35%	27%	25%	31%	*	-	-	-	38%	0%	*	31%	19%	28%	60%
	2019	54%	43%	48%	46%	45%	*	-	-	-	100%	17%	*	48%	49%	46%	33%
At Masters Grade Level	2021	30%	20%	10%	8%	19%	*	-	-	-	13%	0%	*	12%	8%	13%	20%
	2019	29%	23%	27%	26%	25%	*	-	-	-	40%	17%	*	26%	28%	25%	11%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	50%	41%	37%	53%	*	-	-	-	50%	0%	*	43%	36%	39%	80%
	2019	90%	86%	95%	96%	95%	*	-	-	-	100%	83%	*	96%	93%	94%	100%
At Meets Grade Level or Above	2021	44%	25%	16%	8%	33%	*	-	-	-	38%	0%	*	20%	8%	19%	60%
	2019	58%	47%	57%	54%	55%	*	-	-	-	100%	17%	*	57%	56%	52%	33%
At Masters Grade Level	2021	25%	10%	5%	4%	7%	*	-	-	-	13%	0%	*	8%	0%	5%	20%
	2019	36%	27%	36%	30%	40%	*	-	-	-	80%	17%	*	39%	33%	32%	33%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	47%	43%	42%	50%	*	-	-	-	50%	0%	*	47%	37%	44%	80%
	2019	75%	67%	72%	69%	75%	*	-	-	-	100%	33%	*	74%	70%	70%	56%
At Meets Grade Level or Above	2021	31%	19%	12%	8%	19%	*	-	-	-	25%	0%	*	16%	4%	11%	40%
	2019	49%	34%	33%	32%	30%	*	-	-	-	40%	17%	*	36%	30%	33%	22%
At Masters Grade Level	2021	13%	5%	0%	0%	0%	*	-	-	-	0%	0%	*	0%	0%	0%	0%
	2019	24%	12%	9%	9%	5%	*	-	-	-	20%	0%	*	13%	5%	6%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	45%	41%	53%	54%	-	*	-	59%	19%	44%	49%	39%	44%	79%
	2019	78%	73%	68%	64%	82%	73%	-	80%	-	71%	28%	44%	70%	66%	68%	80%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PLUMMER EL (057904102) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	30%	18%	15%	24%	29%	-	*	-	25%	10%	25%	23%	12%	18%	50%
	2019	50%	42%	36%	29%	48%	54%	-	60%	-	56%	6%	17%	37%	33%	34%	45%
At Masters Grade Level	2021	18%	10%	5%	4%	6%	13%	-	*	-	6%	2%	0%	8%	2%	6%	8%
	2019	24%	17%	16%	12%	25%	38%	-	20%	-	31%	4%	11%	18%	15%	16%	26%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	66%	56%	52%	64%	67%	-	*	-	83%	33%	67%	61%	51%	52%	78%
	2019	75%	72%	70%	65%	82%	80%	-	*	-	76%	30%	43%	70%	69%	70%	88%
At Meets Grade Level or Above	2021	45%	39%	26%	24%	30%	33%	-	*	-	25%	7%	33%	32%	18%	25%	56%
	2019	48%	41%	36%	31%	48%	50%	-	*	-	53%	3%	29%	38%	34%	34%	40%
At Masters Grade Level	2021	18%	13%	9%	7%	12%	22%	-	*	-	8%	0%	0%	13%	3%	10%	11%
	2019	21%	15%	19%	14%	27%	40%	-	*	-	29%	3%	14%	19%	19%	19%	24%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	48%	38%	34%	50%	56%	-	*	-	42%	12%	17%	44%	30%	37%	78%
	2019	82%	76%	74%	69%	90%	80%	-	*	-	71%	33%	71%	77%	71%	74%	96%
At Meets Grade Level or Above	2021	37%	19%	14%	9%	28%	33%	-	*	-	25%	12%	17%	18%	9%	17%	56%
	2019	52%	42%	43%	33%	63%	60%	-	*	-	71%	10%	14%	44%	41%	41%	68%
At Masters Grade Level	2021	18%	7%	5%	5%	3%	11%	-	*	-	8%	6%	0%	8%	2%	5%	11%
	2019	26%	19%	22%	15%	35%	50%	-	*	-	47%	7%	14%	24%	19%	20%	40%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	53%	32%	31%	33%	*	-	*	-	-	*	*	29%	35%	33%	*
	2019	68%	63%	45%	41%	64%	*	-	*	-	33%	13%	*	46%	45%	43%	40%
At Meets Grade Level or Above	2021	30%	23%	10%	11%	0%	*	-	*	-	-	*	*	15%	6%	12%	*
	2019	38%	34%	17%	13%	24%	*	-	*	-	33%	0%	*	20%	14%	17%	20%
At Masters Grade Level	2021	9%	4%	0%	0%	0%	*	-	*	-	-	*	*	0%	0%	0%	*
	2019	14%	11%	2%	0%	8%	*	-	*	-	0%	0%	*	2%	2%	2%	20%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	43%	42%	50%	*	-	-	-	50%	0%	*	47%	37%	44%	80%
	2019	81%	78%	72%	69%	75%	*	-	-	-	100%	33%	*	74%	70%	70%	56%
At Meets Grade Level or Above	2021	44%	30%	12%	8%	19%	*	-	-	-	25%	0%	*	16%	4%	11%	40%
	2019	54%	45%	33%	32%	30%	*	-	-	-	40%	17%	*	36%	30%	33%	22%
At Masters Grade Level	2021	20%	9%	0%	0%	0%	*	-	-	-	0%	0%	*	0%	0%	0%	0%
	2019	25%	18%	9%	9%	5%	*	-	-	-	20%	0%	*	13%	5%	6%	0%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PLUMMER EL (057904102) - CEDAR HILL ISD - DALLAS COUNTY

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

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

Texas Education Agency
2018-19 Progress (TAPR)
PLUMMER EL (057904102) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	58	70	69	76	*	-	*	-	33	70	*	68	72	75	90
	2018	63	61	64	58	81	*	-	-	-	*	60	*	60	68	67	60
Grade 4 Mathematics	2019	65	60	63	60	74	*	-	*	-	58	53	*	63	63	61	90
	2018	65	59	72	70	71	*	-	-	-	*	75	*	68	77	75	91
Grade 5 ELA/Reading	2019	81	85	94	93	100	*	-	-	-	100	100	*	93	97	93	100
	2018	80	82	83	86	80	*	-	-	*	70	90	*	80	86	81	60
Grade 5 Mathematics	2019	83	85	90	88	90	*	-	-	-	100	100	*	90	90	90	94
	2018	81	80	69	67	69	*	-	-	*	80	65	*	59	79	68	75
All Grades Both Subjects	2019	69	68	78	76	85	89	-	*	-	70	73	88	78	79	79	93
	2018	69	68	72	70	75	56	-	-	*	86	71	81	67	77	73	73
All Grades ELA/Reading	2019	68	69	81	80	88	93	-	*	-	64	79	*	79	83	84	95
	2018	69	68	73	71	80	*	-	-	*	83	75	*	70	76	74	60
All Grades Mathematics	2019	70	67	75	73	81	86	-	*	-	77	67	*	76	75	74	92
	2018	70	67	71	69	70	*	-	-	*	89	69	*	64	78	72	85

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
PLUMMER EL (057904102) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	45%	-	-	-	-	-	-	69%	-	75%	*	-	43%	69%	100%
	2019	78%	73%	68%	-	-	-	-	-	-	79%	-	79%		73%		78%	
At Meets Grade Level or Above	2021	41%	30%	18%	-	-	-	-	-	-	38%	-	42%	*	-	16%	38%	75%
	2019	50%	42%	36%	-	-	-	-	-	-	37%	-	37%		47%		40%	
At Masters Grade Level	2021	18%	10%	5%	-	-	-	-	-	-	0%	-	0%	*	-	5%	0%	25%
	2019	24%	17%	16%	-	-	-	-	-	-	19%	-	19%		27%		21%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	66%	56%	-	-	-	-	-	-	67%	-	*	*	-	55%	67%	*
	2019	75%	72%	70%	-	-	-	-	-	-	88%	-	88%		80%		86%	
At Meets Grade Level or Above	2021	45%	39%	26%	-	-	-	-	-	-	33%	-	*	*	-	25%	33%	*
	2019	48%	41%	36%	-	-	-	-	-	-	31%	-	31%		40%		33%	
At Masters Grade Level	2021	18%	13%	9%	-	-	-	-	-	-	0%	-	*	*	-	9%	0%	*
	2019	21%	15%	19%	-	-	-	-	-	-	19%	-	19%		20%		19%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	48%	38%	-	-	-	-	-	-	67%	-	*	*	-	36%	67%	*
	2019	82%	76%	74%	-	-	-	-	-	-	94%	-	94%		100%		95%	
At Meets Grade Level or Above	2021	37%	19%	14%	-	-	-	-	-	-	67%	-	*	*	-	13%	67%	*
	2019	52%	42%	43%	-	-	-	-	-	-	63%	-	63%		60%		62%	
At Masters Grade Level	2021	18%	7%	5%	-	-	-	-	-	-	0%	-	*	*	-	5%	0%	*
	2019	26%	19%	22%	-	-	-	-	-	-	31%	-	31%		40%		33%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	53%	32%	-	-	-	-	-	-	*	-	*	-	-	31%	*	-
	2019	68%	63%	45%	-	-	-	-	-	-	40%	-	40%		*		38%	
At Meets Grade Level or Above	2021	30%	23%	10%	-	-	-	-	-	-	*	-	*	-	-	10%	*	-
	2019	38%	34%	17%	-	-	-	-	-	-	0%	-	0%		*		13%	
At Masters Grade Level	2021	9%	4%	0%	-	-	-	-	-	-	*	-	*	-	-	0%	*	-
	2019	14%	11%	2%	-	-	-	-	-	-	0%	-	0%		*		13%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	62%	43%	-	-	-	-	-	-	*	-	*	-	-	41%	*	*
	2019	81%	78%	72%	-	-	-	-	-	-	50%	-	50%		*		50%	
At Meets Grade Level or Above	2021	44%	30%	12%	-	-	-	-	-	-	*	-	*	-	-	10%	*	*
	2019	54%	45%	33%	-	-	-	-	-	-	17%	-	17%		*		25%	
At Masters Grade Level	2021	20%	9%	0%	-	-	-	-	-	-	*	-	*	-	-	0%	*	*
	2019	25%	18%	9%	-	-	-	-	-	-	0%	-	0%		*		0%	

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
PLUMMER EL (057904102) - CEDAR HILL ISD - DALLAS COUNTY

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

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
PLUMMER EL (057904102) - CEDAR HILL ISD - DALLAS COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	87%	84%	82%	90%	100%	-	*	-	82%	78%	84%	84%	83%	83%	100%
Included in Accountability	83%	83%	78%	76%	81%	100%	-	*	-	82%	78%	84%	81%	75%	81%	100%
Not Included in Accountability: Mobile	3%	4%	5%	5%	9%	0%	-	*	-	0%	0%	0%	4%	8%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	13%	16%	18%	10%	0%	-	*	-	18%	22%	16%	16%	17%	17%	0%
Absent	2%	3%	3%	3%	0%	0%	-	*	-	0%	7%	0%	2%	4%	2%	0%
Other	10%	10%	14%	15%	10%	0%	-	*	-	18%	15%	16%	14%	14%	16%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	97%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	92%	93%	94%	90%	-	100%	-	87%	91%	100%	96%	89%	95%	100%
Not Included in Accountability: Mobile	4%	6%	7%	7%	6%	7%	-	0%	-	13%	9%	0%	4%	11%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	3%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	3%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PLUMMER EL (057904102) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	99.0%	98.9%	99.1%	99.7%	*	*	*	99.1%	99.3%	99.0%	99.7%
2018-19	95.4%	95.7%	96.0%	96.1%	96.2%	95.8%	*	*	*	95.3%	95.8%	96.0%	96.7%
Chronic Absenteeism													
2019-20	6.7%	7.4%	4.2%	5.0%	2.2%	0.0%	*	*	*	3.2%	1.8%	4.0%	0.0%
2018-19	11.4%	10.9%	8.9%	8.9%	5.8%	9.1%	*	*	*	14.3%	15.4%	9.0%	6.3%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PLUMMER EL (057904102) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PLUMMER EL (057904102) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	92.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	92.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	2.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	93.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	92.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	91.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
PLUMMER EL (057904102) - CEDAR HILL ISD - DALLAS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	610	360,220
By Ethnicity:				
African American	-	-	443	44,729
Hispanic	-	-	123	184,060
White	-	-	16	105,215
American Indian	-	-	2	1,226
Asian	-	-	9	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	16	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	24	49,535
Foundation H.S. Program (Endorsement)	-	-	16	15,689
Foundation H.S. Program (DLA)	-	-	570	292,532
Special Education Graduates	-	-	30	29,018
Economically Disadvantaged Graduates	-	-	341	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	18	29,639
At-Risk Graduates	-	-	148	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
PLUMMER EL (057904102) - CEDAR HILL ISD - DALLAS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
PLUMMER EL (057904102) - CEDAR HILL ISD - DALLAS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
PLUMMER EL (057904102) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	491	100.0%	7,250	5,359,040	491	100.0%	7,253	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	29	5.9%	2.6%	3.7%	29	5.9%	2.6%	3.7%
Kindergarten	56	11.4%	5.2%	6.7%	56	11.4%	5.2%	6.7%
Grade 1	77	15.7%	5.9%	7.1%	77	15.7%	5.9%	7.1%
Grade 2	83	16.9%	5.9%	7.1%	83	16.9%	5.9%	7.1%
Grade 3	69	14.1%	5.8%	7.1%	69	14.1%	5.8%	7.1%
Grade 4	87	17.7%	7.0%	7.2%	87	17.7%	7.0%	7.2%
Grade 5	90	18.3%	6.8%	7.4%	90	18.3%	6.8%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.8%
Grade 8	0	0.0%	8.5%	7.9%	0	0.0%	8.5%	7.9%
Grade 9	0	0.0%	9.9%	8.1%	0	0.0%	9.9%	8.1%
Grade 10	0	0.0%	9.5%	7.8%	0	0.0%	9.5%	7.8%
Grade 11	0	0.0%	9.0%	7.2%	0	0.0%	8.9%	7.2%
Grade 12	0	0.0%	8.2%	6.8%	0	0.0%	8.2%	6.8%
Ethnic Distribution:								
African American	349	71.1%	65.9%	12.7%	349	71.1%	65.9%	12.7%
Hispanic	88	17.9%	25.7%	52.9%	88	17.9%	25.7%	52.9%
White	21	4.3%	2.8%	26.5%	21	4.3%	2.8%	26.5%
American Indian	1	0.2%	0.3%	0.3%	1	0.2%	0.3%	0.3%
Asian	1	0.2%	1.0%	4.7%	1	0.2%	1.0%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	31	6.3%	4.2%	2.7%	31	6.3%	4.2%	2.7%
Sex:								
Female	239	48.7%	48.0%	48.9%	239	48.7%	48.0%	48.9%
Male	252	51.3%	52.0%	51.1%	252	51.3%	52.0%	51.1%
Economically Disadvantaged	338	68.8%	62.1%	60.3%	338	68.8%	62.1%	60.2%
Non-Educationally Disadvantaged	153	31.2%	37.9%	39.7%	153	31.2%	37.9%	39.8%
Section 504 Students	20	4.1%	4.3%	7.2%	20	4.1%	4.3%	7.2%
EB Students/EL	9	1.8%	8.1%	20.7%	9	1.8%	8.1%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.6%	1.2%				
Students w/ Dyslexia	17	3.5%	2.2%	4.5%	17	3.5%	2.2%	4.5%
Foster Care	2	0.4%	1.0%	0.3%	2	0.4%	1.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
PLUMMER EL (057904102) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	2	0.4%	0.4%	2.0%	2	0.4%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	491	100.0%	63.5%	64.5%	491	100.0%	63.5%	64.5%
Military Connected	12	2.4%	2.2%	2.7%	12	2.4%	2.2%	2.7%
At-Risk	173	35.2%	39.9%	49.2%	173	35.2%	39.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	9	1.8%	8.4%	21.0%	9	1.8%	8.4%	20.9%
Gifted and Talented Education	10	2.0%	5.5%	8.3%	10	2.0%	5.5%	8.3%
Special Education	35	7.1%	8.1%	11.1%	35	7.1%	8.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	35							
By Type of Primary Disability								
Students with Intellectual Disabilities	14	40.0%	45.8%	42.5%				
Students with Physical Disabilities	12	34.3%	12.3%	21.3%				
Students with Autism	*	*	18.9%	14.1%				
Students with Behavioral Disabilities	5	14.3%	21.0%	20.6%				
Students with Non-Categorical Early Childhood	*	*	2.0%	1.5%				
Mobility (2019-20):								
Total Mobile Students	101	18.8%	14.1%	13.8%				
By Ethnicity:								
African American	69	12.9%	9.3%	2.8%				
Hispanic	19	3.5%	3.2%	7.1%				
White	6	1.1%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	2	0.4%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	0.9%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	11	19.6%	17.8%	16.5%				
Count and Percent of EB Students/EL who are Mobile	7	26.9%	7.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	78	18.8%	13.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	124	26.3%	17.6%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
PLUMMER EL (057904102) - CEDAR HILL ISD - DALLAS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.8%	1.4%	0.0%	0.0%	4.8%
Grade 1	0.0%	1.3%	1.9%	0.0%	0.0%	3.2%
Grade 2	0.0%	0.8%	1.0%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.9%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	1.9%	0.4%
Grade 5	0.0%	0.2%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.5%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	2.6%	4.7%	-	1.6%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	14.6	15.5	17.7
Grade 1	19.3	17.6	18.0
Grade 2	20.8	17.9	18.0
Grade 3	17.3	18.5	18.2
Grade 4	17.4	19.1	18.3
Grade 5	22.7	19.2	19.8
Grade 6	-	21.8	19.4
Secondary:			
English/Language Arts	-	22.7	15.7
Foreign Languages	-	25.7	17.8
Mathematics	-	25.1	16.9
Science	-	25.0	17.9
Social Studies	-	23.9	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
PLUMMER EL (057904102) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	44.0	100.0%	100.0%	100.0%
Professional Staff:	38.3	86.9%	69.2%	64.3%
Teachers	33.2	75.3%	52.1%	49.6%
Professional Support	4.0	9.1%	11.1%	10.6%
Campus Administration (School Leadership)	1.1	2.5%	3.0%	3.0%
Educational Aides:	5.8	13.1%	8.7%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	5.0	4,290.0
Part-time Librarians	0.0	n/a	1.0	582.0
Full-time Counselors	1.0	n/a	20.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	32.9	74.8%	75.0%	51.5%
Teachers by Ethnicity:				
African American	21.0	63.2%	59.1%	11.1%
Hispanic	2.0	5.9%	9.8%	28.4%
White	7.3	22.1%	26.3%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	1.3%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	2.9	8.8%	3.0%	1.2%
Teachers by Sex:				
Males	0.9	2.7%	27.2%	23.8%
Females	32.3	97.3%	72.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	2.9	8.9%	5.9%	1.2%
Bachelors	19.0	57.1%	62.3%	73.0%
Masters	11.3	34.0%	31.2%	25.0%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.0%	9.1%	6.7%
1-5 Years Experience	8.0	24.0%	32.1%	27.8%
6-10 Years Experience	6.0	18.1%	23.5%	20.3%
11-20 Years Experience	15.2	45.9%	27.6%	29.1%
21-30 Years Experience	3.0	9.0%	6.1%	13.0%
Over 30 Years Experience	0.0	0.0%	1.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
PLUMMER EL (057904102) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	14.8	n/a	15.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	4.1	6.4
Average Years Experience of Principals with District	2.0	3.0	5.5
Average Years Experience of Assistant Principals	18.0	7.0	5.5
Average Years Experience of Assistant Principals with District	18.0	5.7	4.8
Average Years Experience of Teachers:	11.7	8.8	11.2
Average Years Experience of Teachers with District:	6.2	4.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$52,997	\$54,281	\$50,849
1-5 Years Experience	\$55,166	\$56,101	\$53,288
6-10 Years Experience	\$56,573	\$57,833	\$56,282
11-20 Years Experience	\$61,002	\$61,142	\$59,900
21-30 Years Experience	\$62,585	\$64,941	\$64,637
Over 30 Years Experience	-	\$70,762	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$58,708	\$58,497	\$57,641
Professional Support	\$64,930	\$71,401	\$68,030
Campus Administration (School Leadership)	\$75,228	\$82,785	\$83,424
Instructional Staff Percent:	n/a	65.1%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.9%	6.2%
Career and Technical Education	0.0	0.0%	6.8%	5.1%
Compensatory Education	0.0	0.0%	1.9%	2.8%
Gifted and Talented Education	0.0	0.0%	4.2%	1.8%
Regular Education	30.2	91.0%	69.1%	71.0%
Special Education	3.0	9.0%	7.1%	9.4%
Other	0.0	0.0%	9.9%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
PLUMMER EL (057904102) - CEDAR HILL ISD - DALLAS COUNTY

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

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: CEDAR HILL ISD

Campus Name: HIGH POINTE EL

Campus Number: 057904104

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
HIGH POINTE EL (057904104) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	63%	54%	44%	57%	-	-	*	-	*	-	-	57%	40%	56%	*
	2019	76%	64%	65%	73%	63%	*	-	*	-	*	*	*	68%	62%	65%	60%
At Meets Grade Level or Above	2021	39%	28%	14%	13%	14%	-	-	*	-	*	-	-	17%	0%	11%	*
	2019	45%	32%	23%	27%	25%	*	-	*	-	*	*	*	26%	19%	23%	40%
At Masters Grade Level	2021	19%	9%	4%	6%	0%	-	-	*	-	*	-	-	4%	0%	6%	*
	2019	27%	19%	13%	17%	13%	*	-	*	-	*	*	*	13%	14%	15%	40%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	49%	43%	44%	29%	-	-	*	-	*	-	-	43%	40%	50%	*
	2019	79%	64%	67%	70%	69%	*	-	*	-	*	*	*	77%	52%	67%	100%
At Meets Grade Level or Above	2021	31%	20%	14%	13%	0%	-	-	*	-	*	-	-	13%	20%	22%	*
	2019	49%	38%	21%	17%	25%	*	-	*	-	*	*	*	19%	24%	21%	40%
At Masters Grade Level	2021	14%	6%	11%	13%	0%	-	-	*	-	*	-	-	9%	20%	17%	*
	2019	25%	17%	6%	7%	6%	*	-	*	-	*	*	*	6%	5%	6%	20%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	50%	52%	40%	-	-	*	-	*	*	*	59%	37%	47%	67%
	2019	75%	66%	47%	39%	59%	*	*	*	-	*	0%	*	51%	42%	47%	50%
At Meets Grade Level or Above	2021	36%	28%	21%	21%	20%	-	-	*	-	*	*	*	21%	21%	19%	33%
	2019	44%	33%	17%	12%	27%	*	*	*	-	*	0%	*	22%	12%	15%	33%
At Masters Grade Level	2021	17%	10%	10%	15%	0%	-	-	*	-	*	*	*	7%	16%	11%	17%
	2019	22%	14%	7%	5%	14%	*	*	*	-	*	0%	*	14%	0%	7%	17%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	47%	56%	47%	80%	-	*	*	-	*	*	*	68%	37%	51%	100%
	2019	75%	65%	34%	27%	41%	*	*	*	-	*	0%	*	35%	33%	36%	33%
At Meets Grade Level or Above	2021	36%	25%	30%	32%	30%	-	*	*	-	*	*	*	35%	21%	27%	33%
	2019	48%	38%	14%	7%	27%	*	*	*	-	*	0%	*	24%	3%	14%	33%
At Masters Grade Level	2021	21%	13%	14%	12%	20%	-	*	*	-	*	*	*	19%	5%	11%	17%
	2019	28%	18%	3%	0%	9%	*	*	*	-	*	0%	*	5%	0%	2%	0%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
HIGH POINTE EL (057904104) - CEDAR HILL ISD - DALLAS COUNTY

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	41%	36%	35%	40%	-	*	*	-	*	0%	*	38%	33%	32%	50%
	2019	67%	57%	40%	34%	50%	*	*	*	-	*	13%	*	43%	36%	39%	33%
At Meets Grade Level or Above	2021	27%	21%	12%	15%	10%	-	*	*	-	*	0%	*	13%	11%	11%	0%
	2019	35%	28%	17%	10%	36%	*	*	*	-	*	0%	*	22%	12%	17%	17%
At Masters Grade Level	2021	8%	4%	4%	3%	10%	-	*	*	-	*	0%	*	3%	6%	3%	0%
	2019	11%	7%	1%	0%	5%	*	*	*	-	*	0%	*	3%	0%	0%	0%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	63%	66%	61%	79%	-	-	*	-	*	29%	*	73%	58%	71%	*
	2019	86%	80%	61%	61%	42%	*	-	*	-	*	20%	*	61%	61%	56%	40%
At Meets Grade Level or Above	2021	46%	35%	34%	32%	43%	-	-	*	-	*	0%	*	33%	35%	36%	*
	2019	54%	43%	28%	26%	33%	*	-	*	-	*	0%	*	24%	33%	27%	20%
At Masters Grade Level	2021	30%	20%	21%	21%	21%	-	-	*	-	*	0%	*	17%	27%	24%	*
	2019	29%	23%	15%	13%	17%	*	-	*	-	*	0%	*	11%	21%	14%	0%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	50%	45%	37%	64%	-	-	*	-	*	0%	*	50%	38%	40%	*
	2019	90%	86%	68%	65%	67%	*	-	*	-	*	20%	*	68%	67%	66%	60%
At Meets Grade Level or Above	2021	44%	25%	27%	24%	43%	-	-	*	-	*	0%	*	30%	23%	24%	*
	2019	58%	47%	35%	31%	33%	*	-	*	-	*	0%	*	29%	42%	31%	20%
At Masters Grade Level	2021	25%	10%	16%	16%	21%	-	-	*	-	*	0%	*	13%	19%	14%	*
	2019	36%	27%	13%	11%	17%	*	-	*	-	*	0%	*	5%	21%	13%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	47%	52%	45%	71%	-	-	*	-	*	43%	*	50%	54%	48%	*
	2019	75%	67%	50%	50%	46%	*	-	*	-	*	20%	*	50%	50%	44%	50%
At Meets Grade Level or Above	2021	31%	19%	18%	16%	29%	-	-	*	-	*	0%	*	10%	27%	17%	*
	2019	49%	34%	22%	19%	23%	*	-	*	-	*	0%	*	23%	21%	20%	0%
At Masters Grade Level	2021	13%	5%	4%	3%	7%	-	-	*	-	*	0%	*	0%	8%	5%	*
	2019	24%	12%	7%	4%	8%	*	-	*	-	*	0%	*	8%	6%	6%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	51%	46%	60%	-	*	64%	-	61%	18%	83%	55%	44%	49%	74%
	2019	78%	73%	53%	52%	54%	53%	*	78%	-	52%	9%	0%	56%	50%	52%	52%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
HIGH POINTE EL (057904104) - CEDAR HILL ISD - DALLAS COUNTY

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	30%	22%	22%	27%	-	*	14%	-	17%	0%	50%	22%	23%	22%	41%
	2019	50%	42%	22%	19%	29%	20%	*	56%	-	13%	0%	0%	24%	21%	21%	25%
At Masters Grade Level	2021	18%	10%	11%	11%	12%	-	*	7%	-	9%	0%	17%	9%	14%	11%	18%
	2019	24%	17%	8%	7%	10%	13%	*	22%	-	4%	0%	0%	8%	8%	8%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	66%	58%	54%	61%	-	-	60%	-	78%	18%	*	63%	48%	59%	67%
	2019	75%	72%	57%	57%	56%	40%	*	*	-	56%	6%	*	59%	54%	56%	50%
At Meets Grade Level or Above	2021	45%	39%	25%	24%	29%	-	-	20%	-	22%	0%	*	24%	26%	25%	42%
	2019	48%	41%	23%	22%	28%	20%	*	*	-	0%	0%	*	24%	22%	22%	31%
At Masters Grade Level	2021	18%	13%	14%	16%	10%	-	-	0%	-	11%	0%	*	10%	20%	16%	25%
	2019	21%	15%	12%	11%	14%	20%	*	*	-	0%	0%	*	12%	11%	12%	19%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	48%	49%	42%	61%	-	*	80%	-	56%	9%	*	55%	38%	46%	83%
	2019	82%	76%	55%	54%	56%	60%	*	*	-	67%	6%	*	59%	51%	56%	63%
At Meets Grade Level or Above	2021	37%	19%	25%	25%	29%	-	*	20%	-	22%	0%	*	27%	22%	25%	50%
	2019	52%	42%	24%	20%	28%	20%	*	*	-	33%	0%	*	25%	23%	22%	31%
At Masters Grade Level	2021	18%	7%	14%	14%	16%	-	*	20%	-	11%	0%	*	14%	14%	13%	25%
	2019	26%	19%	7%	6%	10%	0%	*	*	-	11%	0%	*	6%	9%	7%	6%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	53%	36%	35%	40%	-	*	*	-	*	0%	*	38%	33%	32%	50%
	2019	68%	63%	40%	34%	50%	*	*	*	-	*	13%	*	43%	36%	39%	33%
At Meets Grade Level or Above	2021	30%	23%	12%	15%	10%	-	*	*	-	*	0%	*	13%	11%	11%	0%
	2019	38%	34%	17%	10%	36%	*	*	*	-	*	0%	*	22%	12%	17%	17%
At Masters Grade Level	2021	9%	4%	4%	3%	10%	-	*	*	-	*	0%	*	3%	6%	3%	0%
	2019	14%	11%	1%	0%	5%	*	*	*	-	*	0%	*	3%	0%	0%	0%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	52%	45%	71%	-	-	*	-	*	43%	*	50%	54%	48%	*
	2019	81%	78%	50%	50%	46%	*	-	*	-	*	20%	*	50%	50%	44%	50%
At Meets Grade Level or Above	2021	44%	30%	18%	16%	29%	-	-	*	-	*	0%	*	10%	27%	17%	*
	2019	54%	45%	22%	19%	23%	*	-	*	-	*	0%	*	23%	21%	20%	0%
At Masters Grade Level	2021	20%	9%	4%	3%	7%	-	-	*	-	*	0%	*	0%	8%	5%	*
	2019	25%	18%	7%	4%	8%	*	-	*	-	*	0%	*	8%	6%	6%	0%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
HIGH POINTE EL (057904104) - CEDAR HILL ISD - DALLAS COUNTY

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

Texas Education Agency
2018-19 Progress (TAPR)
HIGH POINTE EL (057904104) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	58	40	33	48	*	*	*	-	*	13	*	43	36	38	67
	2018	63	61	57	46	76	*	-	*	-	*	50	*	63	50	60	69
Grade 4 Mathematics	2019	65	60	24	20	32	*	*	*	-	*	38	*	22	26	21	8
	2018	65	59	42	33	68	*	-	*	-	30	25	*	42	42	35	69
Grade 5 ELA/Reading	2019	81	85	85	83	83	*	-	*	-	*	100	-	80	90	83	60
	2018	80	82	73	77	64	*	-	-	-	*	*	*	73	73	72	*
Grade 5 Mathematics	2019	83	85	79	85	58	*	-	*	-	*	60	-	74	84	80	80
	2018	81	80	83	81	89	*	-	-	-	*	100	*	85	80	79	*
All Grades Both Subjects	2019	69	68	56	58	51	25	*	*	-	75	46	*	55	58	56	52
	2018	69	68	64	62	74	83	-	*	-	59	57	63	66	63	62	71
All Grades ELA/Reading	2019	68	69	62	61	60	*	*	*	-	90	46	*	61	63	61	64
	2018	69	68	65	64	70	*	-	*	-	80	60	*	68	62	66	71
All Grades Mathematics	2019	70	67	51	56	41	*	*	*	-	60	46	*	48	54	51	41
	2018	70	67	63	60	78	*	-	*	-	42	54	*	64	63	59	71

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

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
HIGH POINTE EL (057904104) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	51%	-	-	-	-	-	-	70%	65%	*	-	75%	48%	71%	*
	2019	78%	73%	53%	-	-	-	-	-	-	44%	*	38%	-	64%		50%	
At Meets Grade Level or Above	2021	41%	30%	22%	-	-	-	-	-	-	26%	15%	*	-	63%	20%	35%	*
	2019	50%	42%	22%	-	-	-	-	-	-	12%	*	14%	-	36%		19%	
At Masters Grade Level	2021	18%	10%	11%	-	-	-	-	-	-	13%	5%	*	-	38%	10%	19%	*
	2019	24%	17%	8%	-	-	-	-	-	-	4%	*	5%	-	18%		8%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	66%	58%	-	-	-	-	-	-	63%	57%	*	-	*	57%	64%	*
	2019	75%	72%	57%	-	-	-	-	-	-	44%	*	43%	-	*		46%	
At Meets Grade Level or Above	2021	45%	39%	25%	-	-	-	-	-	-	25%	14%	*	-	*	23%	36%	*
	2019	48%	41%	23%	-	-	-	-	-	-	11%	*	14%	-	*		23%	
At Masters Grade Level	2021	18%	13%	14%	-	-	-	-	-	-	13%	0%	*	-	*	13%	27%	*
	2019	21%	15%	12%	-	-	-	-	-	-	11%	*	14%	-	*		15%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	48%	49%	-	-	-	-	-	-	88%	86%	*	-	*	45%	82%	*
	2019	82%	76%	55%	-	-	-	-	-	-	56%	*	43%	-	*		62%	
At Meets Grade Level or Above	2021	37%	19%	25%	-	-	-	-	-	-	38%	29%	*	-	*	23%	45%	*
	2019	52%	42%	24%	-	-	-	-	-	-	11%	*	14%	-	*		23%	
At Masters Grade Level	2021	18%	7%	14%	-	-	-	-	-	-	25%	14%	*	-	*	13%	27%	*
	2019	26%	19%	7%	-	-	-	-	-	-	0%	*	0%	-	*		8%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	53%	36%	-	-	-	-	-	-	40%	40%	-	-	*	34%	50%	-
	2019	68%	63%	40%	-	-	-	-	-	-	*	-	*	-	*		40%	
At Meets Grade Level or Above	2021	30%	23%	12%	-	-	-	-	-	-	0%	0%	-	-	*	14%	0%	-
	2019	38%	34%	17%	-	-	-	-	-	-	*	-	*	-	*		20%	
At Masters Grade Level	2021	9%	4%	4%	-	-	-	-	-	-	0%	0%	-	-	*	5%	0%	-
	2019	14%	11%	1%	-	-	-	-	-	-	*	-	*	-	*		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	62%	52%	-	-	-	-	-	-	*	*	*	-	*	48%	*	*
	2019	81%	78%	50%	-	-	-	-	-	-	*	-	*	-	*		40%	
At Meets Grade Level or Above	2021	44%	30%	18%	-	-	-	-	-	-	*	*	*	-	*	13%	*	*
	2019	54%	45%	22%	-	-	-	-	-	-	*	-	*	-	*		0%	
At Masters Grade Level	2021	20%	9%	4%	-	-	-	-	-	-	*	*	*	-	*	4%	*	*
	2019	25%	18%	7%	-	-	-	-	-	-	*	-	*	-	*		0%	

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
HIGH POINTE EL (057904104) - CEDAR HILL ISD - DALLAS COUNTY

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
HIGH POINTE EL (057904104) - CEDAR HILL ISD - DALLAS COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	87%	90%	90%	92%	-	*	100%	-	92%	95%	100%	89%	93%	91%	94%
Included in Accountability	83%	83%	84%	82%	87%	-	*	100%	-	92%	87%	100%	86%	82%	91%	94%
Not Included in Accountability: Mobile	3%	4%	6%	7%	5%	-	*	0%	-	0%	8%	0%	3%	10%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	-	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	13%	10%	10%	8%	-	*	0%	-	8%	5%	0%	11%	7%	9%	6%
Absent	2%	3%	1%	2%	0%	-	*	0%	-	0%	0%	0%	0%	2%	0%	0%
Other	10%	10%	8%	9%	8%	-	*	0%	-	8%	5%	0%	11%	5%	9%	6%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	99%	100%	*	100%	-	100%	96%	100%	100%	99%	100%	100%
Included in Accountability	94%	94%	88%	88%	92%	50%	*	100%	-	92%	80%	67%	98%	78%	90%	94%
Not Included in Accountability: Mobile	4%	6%	12%	12%	5%	50%	*	0%	-	8%	16%	33%	2%	22%	9%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	2%
Not Tested	1%	0%	0%	0%	1%	0%	*	0%	-	0%	4%	0%	0%	1%	0%	0%
Absent	1%	0%	0%	0%	1%	0%	*	0%	-	0%	4%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
HIGH POINTE EL (057904104) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	98.5%	98.6%	97.9%	*	*	100.0%	-	99.3%	98.7%	98.5%	98.9%
2018-19	95.4%	95.7%	95.5%	96.0%	94.1%	95.2%	*	99.2%	-	94.7%	93.3%	95.4%	96.9%
Chronic Absenteeism													
2019-20	6.7%	7.4%	6.4%	5.6%	11.4%	0.0%	*	0.0%	-	0.0%	3.0%	6.3%	8.7%
2018-19	11.4%	10.9%	12.3%	10.5%	16.5%	17.6%	*	0.0%	-	15.8%	27.3%	12.5%	3.7%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
HIGH POINTE EL (057904104) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
HIGH POINTE EL (057904104) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	92.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	92.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	2.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	93.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	92.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	91.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
HIGH POINTE EL (057904104) - CEDAR HILL ISD - DALLAS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	610	360,220
By Ethnicity:				
African American	-	-	443	44,729
Hispanic	-	-	123	184,060
White	-	-	16	105,215
American Indian	-	-	2	1,226
Asian	-	-	9	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	16	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	24	49,535
Foundation H.S. Program (Endorsement)	-	-	16	15,689
Foundation H.S. Program (DLA)	-	-	570	292,532
Special Education Graduates	-	-	30	29,018
Economically Disadvantaged Graduates	-	-	341	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	18	29,639
At-Risk Graduates	-	-	148	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
HIGH POINTE EL (057904104) - CEDAR HILL ISD - DALLAS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
HIGH POINTE EL (057904104) - CEDAR HILL ISD - DALLAS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
HIGH POINTE EL (057904104) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	308	100.0%	7,250	5,359,040	309	100.0%	7,253	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	1	0.3%	0.2%	0.4%
Pre-Kindergarten	27	8.8%	2.6%	3.7%	27	8.7%	2.6%	3.7%
Kindergarten	36	11.7%	5.2%	6.7%	36	11.7%	5.2%	6.7%
Grade 1	46	14.9%	5.9%	7.1%	46	14.9%	5.9%	7.1%
Grade 2	39	12.7%	5.9%	7.1%	39	12.6%	5.9%	7.1%
Grade 3	39	12.7%	5.8%	7.1%	39	12.6%	5.8%	7.1%
Grade 4	60	19.5%	7.0%	7.2%	60	19.4%	7.0%	7.2%
Grade 5	61	19.8%	6.8%	7.4%	61	19.7%	6.8%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.8%
Grade 8	0	0.0%	8.5%	7.9%	0	0.0%	8.5%	7.9%
Grade 9	0	0.0%	9.9%	8.1%	0	0.0%	9.9%	8.1%
Grade 10	0	0.0%	9.5%	7.8%	0	0.0%	9.5%	7.8%
Grade 11	0	0.0%	9.0%	7.2%	0	0.0%	8.9%	7.2%
Grade 12	0	0.0%	8.2%	6.8%	0	0.0%	8.2%	6.8%
Ethnic Distribution:								
African American	201	65.3%	65.9%	12.7%	201	65.0%	65.9%	12.7%
Hispanic	82	26.6%	25.7%	52.9%	83	26.9%	25.7%	52.9%
White	1	0.3%	2.8%	26.5%	1	0.3%	2.8%	26.5%
American Indian	1	0.3%	0.3%	0.3%	1	0.3%	0.3%	0.3%
Asian	6	1.9%	1.0%	4.7%	6	1.9%	1.0%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	17	5.5%	4.2%	2.7%	17	5.5%	4.2%	2.7%
Sex:								
Female	154	50.0%	48.0%	48.9%	154	49.8%	48.0%	48.9%
Male	154	50.0%	52.0%	51.1%	155	50.2%	52.0%	51.1%
Economically Disadvantaged	230	74.7%	62.1%	60.3%	230	74.4%	62.1%	60.2%
Non-Educationally Disadvantaged	78	25.3%	37.9%	39.7%	79	25.6%	37.9%	39.8%
Section 504 Students	7	2.3%	4.3%	7.2%	7	2.3%	4.3%	7.2%
EB Students/EL	19	6.2%	8.1%	20.7%	19	6.1%	8.1%	20.6%
Students w/ Disciplinary Placements (2019-20)	1	0.2%	1.6%	1.2%				
Students w/ Dyslexia	5	1.6%	2.2%	4.5%	5	1.6%	2.2%	4.5%
Foster Care	10	3.2%	1.0%	0.3%	10	3.2%	1.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
HIGH POINTE EL (057904104) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	0	0.0%	0.4%	2.0%	0	0.0%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	308	100.0%	63.5%	64.5%	309	100.0%	63.5%	64.5%
Military Connected	3	1.0%	2.2%	2.7%	3	1.0%	2.2%	2.7%
At-Risk	138	44.8%	39.9%	49.2%	138	44.7%	39.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	16	5.2%	8.4%	21.0%	16	5.2%	8.4%	20.9%
Gifted and Talented Education	17	5.5%	5.5%	8.3%	17	5.5%	5.5%	8.3%
Special Education	21	6.8%	8.1%	11.1%	22	7.1%	8.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	21							
By Type of Primary Disability								
Students with Intellectual Disabilities	6	28.6%	45.8%	42.5%				
Students with Physical Disabilities	9	42.9%	12.3%	21.3%				
Students with Autism	*	*	18.9%	14.1%				
Students with Behavioral Disabilities	*	*	21.0%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	2.0%	1.5%				
Mobility (2019-20):								
Total Mobile Students	58	18.1%	14.1%	13.8%				
By Ethnicity:								
African American	37	11.6%	9.3%	2.8%				
Hispanic	13	4.1%	3.2%	7.1%				
White	4	1.3%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	2	0.6%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.6%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	6	17.6%	17.8%	16.5%				
Count and Percent of EB Students/EL who are Mobile	3	13.0%	7.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	40	14.9%	13.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	93	29.3%	17.6%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
HIGH POINTE EL (057904104) - CEDAR HILL ISD - DALLAS COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	4.5%	0.8%	1.4%	0.0%	0.0%	4.8%
Grade 1	2.2%	1.3%	1.9%	0.0%	0.0%	3.2%
Grade 2	5.0%	0.8%	1.0%	0.0%	0.0%	1.4%
Grade 3	3.6%	0.9%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	1.9%	0.4%
Grade 5	0.0%	0.2%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.5%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	2.6%	4.7%	-	1.6%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	12.0	15.5	17.7
Grade 1	15.3	17.6	18.0
Grade 2	13.0	17.9	18.0
Grade 3	19.5	18.5	18.2
Grade 4	20.0	19.1	18.3
Grade 5	20.3	19.2	19.8
Grade 6	-	21.8	19.4
Secondary:			
English/Language Arts	-	22.7	15.7
Foreign Languages	-	25.7	17.8
Mathematics	-	25.1	16.9
Science	-	25.0	17.9
Social Studies	-	23.9	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
HIGH POINTE EL (057904104) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	34.6	100.0%	100.0%	100.0%
Professional Staff:	29.0	83.7%	69.2%	64.3%
Teachers	23.0	66.4%	52.1%	49.6%
Professional Support	4.0	11.5%	11.1%	10.6%
Campus Administration (School Leadership)	2.0	5.8%	3.0%	3.0%
Educational Aides:	5.6	16.3%	8.7%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	5.0	4,290.0
Part-time Librarians	0.0	n/a	1.0	582.0
Full-time Counselors	1.0	n/a	20.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	24.6	71.1%	75.0%	51.5%
Teachers by Ethnicity:				
African American	14.0	60.9%	59.1%	11.1%
Hispanic	0.0	0.0%	9.8%	28.4%
White	9.0	39.1%	26.3%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	1.3%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.0	0.0%	3.0%	1.2%
Teachers by Sex:				
Males	0.0	0.0%	27.2%	23.8%
Females	23.0	100.0%	72.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	5.9%	1.2%
Bachelors	18.0	78.3%	62.3%	73.0%
Masters	5.0	21.7%	31.2%	25.0%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	4.3%	9.1%	6.7%
1-5 Years Experience	9.0	39.1%	32.1%	27.8%
6-10 Years Experience	3.0	13.0%	23.5%	20.3%
11-20 Years Experience	9.0	39.1%	27.6%	29.1%
21-30 Years Experience	0.0	0.0%	6.1%	13.0%
Over 30 Years Experience	1.0	4.3%	1.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
HIGH POINTE EL (057904104) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	13.4	n/a	15.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	4.1	6.4
Average Years Experience of Principals with District	2.0	3.0	5.5
Average Years Experience of Assistant Principals	3.0	7.0	5.5
Average Years Experience of Assistant Principals with District	3.0	5.7	4.8
Average Years Experience of Teachers:	9.3	8.8	11.2
Average Years Experience of Teachers with District:	4.5	4.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,000	\$54,281	\$50,849
1-5 Years Experience	\$54,540	\$56,101	\$53,288
6-10 Years Experience	\$56,062	\$57,833	\$56,282
11-20 Years Experience	\$59,039	\$61,142	\$59,900
21-30 Years Experience	-	\$64,941	\$64,637
Over 30 Years Experience	\$64,088	\$70,762	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$56,847	\$58,497	\$57,641
Professional Support	\$67,941	\$71,401	\$68,030
Campus Administration (School Leadership)	\$90,555	\$82,785	\$83,424
Instructional Staff Percent:	n/a	65.1%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.9%	6.2%
Career and Technical Education	0.0	0.0%	6.8%	5.1%
Compensatory Education	0.0	0.0%	1.9%	2.8%
Gifted and Talented Education	0.0	0.0%	4.2%	1.8%
Regular Education	22.0	95.7%	69.1%	71.0%
Special Education	1.0	4.3%	7.1%	9.4%
Other	0.0	0.0%	9.9%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
HIGH POINTE EL (057904104) - CEDAR HILL ISD - DALLAS COUNTY

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

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: CEDAR HILL ISD

Campus Name: HIGHLANDS EL

Campus Number: 057904105

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
HIGHLANDS EL (057904105) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	63%	53%	38%	60%	-	-	-	-	*	*	-	55%	45%	53%	58%
	2019	76%	64%	59%	65%	60%	*	-	-	-	*	*	*	63%	50%	62%	62%
At Meets Grade Level or Above	2021	39%	28%	18%	8%	24%	-	-	-	-	*	*	-	18%	18%	12%	25%
	2019	45%	32%	27%	35%	24%	*	-	-	-	*	*	*	28%	25%	29%	26%
At Masters Grade Level	2021	19%	9%	6%	4%	8%	-	-	-	-	*	*	-	6%	9%	3%	8%
	2019	27%	19%	14%	10%	14%	*	-	-	-	*	*	*	15%	10%	16%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	49%	44%	22%	57%	-	-	-	-	*	*	-	45%	42%	41%	62%
	2019	79%	64%	58%	75%	54%	*	-	-	-	*	*	*	57%	60%	57%	55%
At Meets Grade Level or Above	2021	31%	20%	18%	4%	25%	-	-	-	-	*	*	-	19%	8%	16%	30%
	2019	49%	38%	31%	30%	32%	*	-	-	-	*	*	*	30%	35%	34%	33%
At Masters Grade Level	2021	14%	6%	6%	0%	10%	-	-	-	-	*	*	-	7%	0%	7%	14%
	2019	25%	17%	16%	20%	16%	*	-	-	-	*	*	*	17%	15%	21%	17%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	46%	34%	52%	-	-	-	-	57%	*	*	49%	41%	42%	54%
	2019	75%	66%	61%	53%	67%	*	-	-	-	*	17%	*	63%	56%	61%	63%
At Meets Grade Level or Above	2021	36%	28%	19%	14%	23%	-	-	-	-	14%	*	*	20%	17%	15%	18%
	2019	44%	33%	26%	18%	32%	*	-	-	-	*	8%	*	30%	19%	26%	29%
At Masters Grade Level	2021	17%	10%	4%	3%	2%	-	-	-	-	14%	*	*	2%	7%	2%	0%
	2019	22%	14%	11%	5%	16%	*	-	-	-	*	0%	*	10%	13%	12%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	47%	38%	4%	61%	-	-	-	-	29%	*	*	46%	24%	36%	68%
	2019	75%	65%	72%	60%	81%	*	-	-	-	*	25%	*	78%	59%	73%	79%
At Meets Grade Level or Above	2021	36%	25%	19%	0%	32%	-	-	-	-	14%	*	*	24%	10%	14%	36%
	2019	48%	38%	42%	33%	49%	*	-	-	-	*	17%	*	46%	34%	43%	46%
At Masters Grade Level	2021	21%	13%	13%	0%	20%	-	-	-	-	14%	*	*	16%	7%	7%	21%
	2019	28%	18%	19%	10%	26%	*	-	-	-	*	0%	*	22%	13%	21%	23%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
HIGHLANDS EL (057904105) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	41%	22%	4%	31%	-	-	-	-	29%	*	*	25%	15%	18%	31%
	2019	67%	57%	49%	40%	56%	*	-	-	-	*	17%	*	55%	38%	49%	54%
At Meets Grade Level or Above	2021	27%	21%	14%	4%	20%	-	-	-	-	14%	*	*	17%	7%	10%	17%
	2019	35%	28%	19%	15%	23%	*	-	-	-	*	0%	*	16%	25%	21%	23%
At Masters Grade Level	2021	8%	4%	3%	0%	4%	-	-	-	-	0%	*	*	2%	4%	2%	0%
	2019	11%	7%	7%	3%	11%	*	-	-	-	*	0%	*	6%	9%	8%	10%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	63%	55%	50%	56%	*	-	-	-	*	40%	*	57%	50%	53%	61%
	2019	86%	80%	79%	77%	78%	*	-	-	-	*	38%	*	80%	76%	76%	81%
At Meets Grade Level or Above	2021	46%	35%	29%	27%	29%	*	-	-	-	*	20%	*	33%	21%	32%	31%
	2019	54%	43%	37%	42%	29%	*	-	-	-	*	0%	*	42%	28%	37%	31%
At Masters Grade Level	2021	30%	20%	18%	18%	20%	*	-	-	-	*	20%	*	21%	13%	19%	19%
	2019	29%	23%	23%	29%	16%	*	-	-	-	*	0%	*	27%	17%	24%	19%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	50%	45%	32%	52%	*	-	-	-	*	60%	*	47%	42%	46%	58%
	2019	90%	86%	84%	79%	86%	*	-	-	-	*	50%	*	86%	80%	81%	88%
At Meets Grade Level or Above	2021	44%	25%	25%	18%	30%	*	-	-	-	*	20%	*	29%	17%	29%	32%
	2019	58%	47%	46%	33%	55%	*	-	-	-	*	13%	*	52%	39%	42%	56%
At Masters Grade Level	2021	25%	10%	19%	14%	23%	*	-	-	-	*	0%	*	24%	8%	21%	24%
	2019	36%	27%	27%	19%	31%	*	-	-	-	*	0%	*	32%	20%	23%	33%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	47%	29%	32%	27%	*	-	-	-	*	20%	*	33%	21%	32%	29%
	2019	75%	67%	65%	62%	64%	*	-	-	-	*	25%	*	71%	56%	61%	69%
At Meets Grade Level or Above	2021	31%	19%	14%	9%	18%	*	-	-	-	*	20%	*	20%	4%	16%	21%
	2019	49%	34%	32%	21%	38%	*	-	-	-	*	13%	*	36%	24%	28%	40%
At Masters Grade Level	2021	13%	5%	3%	0%	5%	*	-	-	-	*	0%	*	4%	0%	4%	5%
	2019	24%	12%	7%	4%	10%	*	-	-	-	*	0%	*	11%	2%	6%	13%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	41%	26%	50%	17%	-	-	-	46%	24%	33%	45%	33%	40%	53%
	2019	78%	73%	67%	64%	69%	69%	-	-	-	74%	29%	36%	70%	62%	66%	69%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
HIGHLANDS EL (057904105) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	30%	19%	10%	25%	0%	-	-	-	15%	10%	22%	22%	13%	18%	26%
	2019	50%	42%	33%	28%	36%	38%	-	-	-	53%	12%	18%	35%	29%	33%	36%
At Masters Grade Level	2021	18%	10%	9%	4%	11%	0%	-	-	-	8%	3%	11%	10%	6%	8%	12%
	2019	24%	17%	16%	13%	18%	15%	-	-	-	26%	0%	0%	18%	12%	16%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	66%	51%	40%	56%	*	-	-	-	67%	27%	*	53%	45%	49%	58%
	2019	75%	72%	67%	66%	68%	60%	-	-	-	71%	29%	*	69%	64%	67%	69%
At Meets Grade Level or Above	2021	45%	39%	22%	16%	25%	*	-	-	-	22%	9%	*	23%	19%	19%	25%
	2019	48%	41%	31%	31%	28%	40%	-	-	-	57%	13%	*	34%	24%	31%	29%
At Masters Grade Level	2021	18%	13%	9%	8%	10%	*	-	-	-	11%	9%	*	9%	9%	8%	10%
	2019	21%	15%	16%	17%	15%	20%	-	-	-	43%	0%	*	18%	14%	17%	15%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	48%	42%	18%	57%	*	-	-	-	33%	27%	*	46%	34%	41%	62%
	2019	82%	76%	73%	71%	75%	60%	-	-	-	71%	38%	*	75%	69%	72%	75%
At Meets Grade Level or Above	2021	37%	19%	20%	6%	29%	*	-	-	-	11%	9%	*	23%	12%	19%	32%
	2019	52%	42%	41%	32%	46%	40%	-	-	-	57%	17%	*	43%	37%	41%	46%
At Masters Grade Level	2021	18%	7%	12%	4%	17%	*	-	-	-	11%	0%	*	15%	6%	11%	19%
	2019	26%	19%	21%	16%	25%	20%	-	-	-	29%	0%	*	24%	16%	21%	25%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	53%	22%	4%	31%	-	-	-	-	29%	*	*	25%	15%	18%	31%
	2019	68%	63%	49%	40%	56%	*	-	-	-	*	17%	*	55%	38%	49%	54%
At Meets Grade Level or Above	2021	30%	23%	14%	4%	20%	-	-	-	-	14%	*	*	17%	7%	10%	17%
	2019	38%	34%	19%	15%	23%	*	-	-	-	*	0%	*	16%	25%	21%	23%
At Masters Grade Level	2021	9%	4%	3%	0%	4%	-	-	-	-	0%	*	*	2%	4%	2%	0%
	2019	14%	11%	7%	3%	11%	*	-	-	-	*	0%	*	6%	9%	8%	10%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	29%	32%	27%	*	-	-	-	*	20%	*	33%	21%	32%	29%
	2019	81%	78%	65%	62%	64%	*	-	-	-	*	25%	*	71%	56%	61%	69%
At Meets Grade Level or Above	2021	44%	30%	14%	9%	18%	*	-	-	-	*	20%	*	20%	4%	16%	21%
	2019	54%	45%	32%	21%	38%	*	-	-	-	*	13%	*	36%	24%	28%	40%
At Masters Grade Level	2021	20%	9%	3%	0%	5%	*	-	-	-	*	0%	*	4%	0%	4%	5%
	2019	25%	18%	7%	4%	10%	*	-	-	-	*	0%	*	11%	2%	6%	13%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
HIGHLANDS EL (057904105) - CEDAR HILL ISD - DALLAS COUNTY

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

Texas Education Agency
2018-19 Progress (TAPR)
HIGHLANDS EL (057904105) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	58	57	51	65	*	-	-	-	*	8	*	55	60	57	58
	2018	63	61	61	65	57	*	-	-	-	*	*	-	66	54	63	61
Grade 4 Mathematics	2019	65	60	72	71	73	*	-	-	-	*	42	*	76	62	71	71
	2018	65	59	40	60	23	*	-	-	-	*	*	*	34	50	40	21
Grade 5 ELA/Reading	2019	81	85	87	86	88	*	-	-	-	*	88	*	87	87	86	89
	2018	80	82	83	81	87	-	*	-	-	*	*	*	89	70	87	85
Grade 5 Mathematics	2019	83	85	89	81	96	*	-	-	-	*	100	*	90	88	88	100
	2018	81	80	90	81	98	-	*	-	-	*	78	*	91	86	89	100
All Grades Both Subjects	2019	69	68	77	73	81	58	-	-	-	83	53	80	78	76	76	81
	2018	69	68	68	71	65	*	*	-	-	64	68	*	69	64	69	65
All Grades ELA/Reading	2019	68	69	73	70	76	*	-	-	-	*	40	*	71	76	72	74
	2018	69	68	73	73	75	*	*	-	-	*	71	*	79	62	76	76
All Grades Mathematics	2019	70	67	81	76	85	*	-	-	-	*	65	*	83	77	80	86
	2018	70	67	63	70	59	*	*	-	-	*	67	*	62	66	63	58

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
HIGHLANDS EL (057904105) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	41%	49%	-	-	75%	48%	-	80%	*	*	-	*	32%	49%	88%
	2019	78%	73%	67%	70%	-	-	*	70%		59%	40%	75%		38%		69%	
At Meets Grade Level or Above	2021	41%	30%	19%	24%	-	-	50%	23%	-	0%	*	*	-	*	13%	24%	54%
	2019	50%	42%	33%	36%	-	-	*	36%		23%	20%	25%		13%		35%	
At Masters Grade Level	2021	18%	10%	9%	10%	-	-	13%	10%	-	0%	*	*	-	*	6%	10%	33%
	2019	24%	17%	16%	18%	-	-	*	17%		14%	20%	8%		0%		17%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	66%	51%	55%	-	-	*	53%	-	*	*	*	-	*	46%	55%	100%
	2019	75%	72%	67%	69%	-	-	*	68%		75%	*	*		*		68%	
At Meets Grade Level or Above	2021	45%	39%	22%	24%	-	-	*	24%	-	*	*	*	-	*	19%	23%	50%
	2019	48%	41%	31%	31%	-	-	*	30%		13%	*	*		*		29%	
At Masters Grade Level	2021	18%	13%	9%	9%	-	-	*	8%	-	*	*	*	-	*	8%	9%	33%
	2019	21%	15%	16%	15%	-	-	*	15%		13%	*	*		*		15%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	48%	42%	58%	-	-	*	57%	-	*	*	*	-	*	26%	59%	100%
	2019	82%	76%	73%	77%	-	-	*	77%		50%	*	*		*		74%	
At Meets Grade Level or Above	2021	37%	19%	20%	30%	-	-	*	27%	-	*	*	*	-	*	10%	29%	67%
	2019	52%	42%	41%	46%	-	-	*	46%		38%	*	*		*		45%	
At Masters Grade Level	2021	18%	7%	12%	16%	-	-	*	17%	-	*	*	*	-	*	6%	16%	56%
	2019	26%	19%	21%	24%	-	-	*	24%		25%	*	*		*		24%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	53%	22%	27%	-	-	-	27%	-	-	-	-	-	-	16%	27%	*
	2019	68%	63%	49%	55%	-	-	-	55%		*	*	-		-		54%	
At Meets Grade Level or Above	2021	30%	23%	14%	15%	-	-	-	15%	-	-	-	-	-	-	12%	15%	*
	2019	38%	34%	19%	23%	-	-	-	23%		*	*	-		-		23%	
At Masters Grade Level	2021	9%	4%	3%	0%	-	-	-	0%	-	-	-	-	-	-	4%	0%	*
	2019	14%	11%	7%	11%	-	-	-	11%		*	*	-		-		10%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	62%	29%	23%	-	-	*	25%	-	*	-	*	-	*	29%	22%	67%
	2019	81%	78%	65%	68%	-	-	*	68%		60%	*	*		-		67%	
At Meets Grade Level or Above	2021	44%	30%	14%	17%	-	-	*	18%	-	*	-	*	-	*	6%	16%	50%
	2019	54%	45%	32%	39%	-	-	*	38%		20%	*	*		-		37%	
At Masters Grade Level	2021	20%	9%	3%	3%	-	-	*	4%	-	*	-	*	-	*	0%	3%	17%
	2019	25%	18%	7%	12%	-	-	*	13%		0%	*	*		-		11%	

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
HIGHLANDS EL (057904105) - CEDAR HILL ISD - DALLAS COUNTY

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
HIGHLANDS EL (057904105) - CEDAR HILL ISD - DALLAS COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	87%	91%	87%	92%	100%	-	-	-	93%	91%	100%	92%	88%	90%	94%
Included in Accountability	83%	83%	85%	83%	85%	100%	-	-	-	93%	91%	100%	90%	74%	88%	90%
Not Included in Accountability: Mobile	3%	4%	6%	4%	7%	0%	-	-	-	0%	0%	0%	1%	14%	2%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	12%	13%	9%	13%	8%	0%	-	-	-	7%	9%	0%	8%	12%	10%	6%
Absent	2%	3%	1%	1%	1%	0%	-	-	-	0%	0%	0%	1%	0%	1%	1%
Other	10%	10%	8%	12%	7%	0%	-	-	-	7%	9%	0%	7%	11%	8%	5%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	95%	90%	98%	100%	-	-	-	100%	92%	79%	96%	92%	95%	98%
Not Included in Accountability: Mobile	4%	6%	5%	10%	1%	0%	-	-	-	0%	8%	21%	3%	7%	5%	1%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	0%	-	-	-	0%	0%	0%	1%	1%	0%	2%
Not Tested	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
HIGHLANDS EL (057904105) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	99.2%	99.0%	99.4%	*	-	*	-	97.3%	98.8%	99.2%	99.6%
2018-19	95.4%	95.7%	96.4%	96.1%	96.8%	96.0%	-	-	-	93.9%	95.3%	96.5%	97.2%
Chronic Absenteeism													
2019-20	6.7%	7.4%	3.5%	5.0%	2.5%	0.0%	-	*	-	8.3%	2.8%	3.5%	0.9%
2018-19	11.4%	10.9%	7.5%	11.9%	4.2%	8.3%	-	-	-	10.5%	10.3%	6.8%	0.5%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
HIGHLANDS EL (057904105) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
HIGHLANDS EL (057904105) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	92.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	92.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	2.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	93.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	92.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	91.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
HIGHLANDS EL (057904105) - CEDAR HILL ISD - DALLAS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	610	360,220
By Ethnicity:				
African American	-	-	443	44,729
Hispanic	-	-	123	184,060
White	-	-	16	105,215
American Indian	-	-	2	1,226
Asian	-	-	9	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	16	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	24	49,535
Foundation H.S. Program (Endorsement)	-	-	16	15,689
Foundation H.S. Program (DLA)	-	-	570	292,532
Special Education Graduates	-	-	30	29,018
Economically Disadvantaged Graduates	-	-	341	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	18	29,639
At-Risk Graduates	-	-	148	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
HIGHLANDS EL (057904105) - CEDAR HILL ISD - DALLAS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
HIGHLANDS EL (057904105) - CEDAR HILL ISD - DALLAS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
HIGHLANDS EL (057904105) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	489	100.0%	7,250	5,359,040	489	100.0%	7,253	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	33	6.7%	2.6%	3.7%	33	6.7%	2.6%	3.7%
Kindergarten	64	13.1%	5.2%	6.7%	64	13.1%	5.2%	6.7%
Grade 1	65	13.3%	5.9%	7.1%	65	13.3%	5.9%	7.1%
Grade 2	74	15.1%	5.9%	7.1%	74	15.1%	5.9%	7.1%
Grade 3	83	17.0%	5.8%	7.1%	83	17.0%	5.8%	7.1%
Grade 4	93	19.0%	7.0%	7.2%	93	19.0%	7.0%	7.2%
Grade 5	77	15.7%	6.8%	7.4%	77	15.7%	6.8%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.8%
Grade 8	0	0.0%	8.5%	7.9%	0	0.0%	8.5%	7.9%
Grade 9	0	0.0%	9.9%	8.1%	0	0.0%	9.9%	8.1%
Grade 10	0	0.0%	9.5%	7.8%	0	0.0%	9.5%	7.8%
Grade 11	0	0.0%	9.0%	7.2%	0	0.0%	8.9%	7.2%
Grade 12	0	0.0%	8.2%	6.8%	0	0.0%	8.2%	6.8%
Ethnic Distribution:								
African American	157	32.1%	65.9%	12.7%	157	32.1%	65.9%	12.7%
Hispanic	311	63.6%	25.7%	52.9%	311	63.6%	25.7%	52.9%
White	3	0.6%	2.8%	26.5%	3	0.6%	2.8%	26.5%
American Indian	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Asian	3	0.6%	1.0%	4.7%	3	0.6%	1.0%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	15	3.1%	4.2%	2.7%	15	3.1%	4.2%	2.7%
Sex:								
Female	216	44.2%	48.0%	48.9%	216	44.2%	48.0%	48.9%
Male	273	55.8%	52.0%	51.1%	273	55.8%	52.0%	51.1%
Economically Disadvantaged	367	75.1%	62.1%	60.3%	367	75.1%	62.1%	60.2%
Non-Educationally Disadvantaged	122	24.9%	37.9%	39.7%	122	24.9%	37.9%	39.8%
Section 504 Students	6	1.2%	4.3%	7.2%	6	1.2%	4.3%	7.2%
EB Students/EL	226	46.2%	8.1%	20.7%	226	46.2%	8.1%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.6%	1.2%				
Students w/ Dyslexia	2	0.4%	2.2%	4.5%	2	0.4%	2.2%	4.5%
Foster Care	6	1.2%	1.0%	0.3%	6	1.2%	1.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
HIGHLANDS EL (057904105) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	8	1.6%	0.4%	2.0%	8	1.6%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	489	100.0%	63.5%	64.5%	489	100.0%	63.5%	64.5%
Military Connected	6	1.2%	2.2%	2.7%	6	1.2%	2.2%	2.7%
At-Risk	331	67.7%	39.9%	49.2%	331	67.7%	39.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	239	48.9%	8.4%	21.0%	239	48.9%	8.4%	20.9%
Gifted and Talented Education	7	1.4%	5.5%	8.3%	7	1.4%	5.5%	8.3%
Special Education	21	4.3%	8.1%	11.1%	21	4.3%	8.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	21							
By Type of Primary Disability								
Students with Intellectual Disabilities	7	33.3%	45.8%	42.5%				
Students with Physical Disabilities	**	**	12.3%	21.3%				
Students with Autism	**	**	18.9%	14.1%				
Students with Behavioral Disabilities	*	*	21.0%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	2.0%	1.5%				
Mobility (2019-20):								
Total Mobile Students	62	12.8%	14.1%	13.8%				
By Ethnicity:								
African American	33	6.8%	9.3%	2.8%				
Hispanic	17	3.5%	3.2%	7.1%				
White	5	1.0%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	7	1.4%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	7	19.4%	17.8%	16.5%				
Count and Percent of EB Students/EL who are Mobile	12	5.4%	7.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	45	11.0%	13.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	90	19.4%	17.6%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
HIGHLANDS EL (057904105) - CEDAR HILL ISD - DALLAS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.8%	1.4%	0.0%	0.0%	4.8%
Grade 1	0.0%	1.3%	1.9%	0.0%	0.0%	3.2%
Grade 2	0.0%	0.8%	1.0%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.9%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	1.9%	0.4%
Grade 5	0.0%	0.2%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.5%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	2.6%	4.7%	-	1.6%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	16.3	15.5	17.7
Grade 1	16.3	17.6	18.0
Grade 2	18.8	17.9	18.0
Grade 3	16.5	18.5	18.2
Grade 4	18.2	19.1	18.3
Grade 5	15.4	19.2	19.8
Grade 6	-	21.8	19.4
Secondary:			
English/Language Arts	-	22.7	15.7
Foreign Languages	-	25.7	17.8
Mathematics	-	25.1	16.9
Science	-	25.0	17.9
Social Studies	-	23.9	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
HIGHLANDS EL (057904105) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	46.1	100.0%	100.0%	100.0%
Professional Staff:	38.6	83.6%	69.2%	64.3%
Teachers	34.9	75.6%	52.1%	49.6%
Professional Support	2.7	5.9%	11.1%	10.6%
Campus Administration (School Leadership)	1.0	2.2%	3.0%	3.0%
Educational Aides:	7.5	16.4%	8.7%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	5.0	4,290.0
Part-time Librarians	0.0	n/a	1.0	582.0
Full-time Counselors	1.0	n/a	20.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	42.4	91.8%	75.0%	51.5%
Teachers by Ethnicity:				
African American	13.0	37.2%	59.1%	11.1%
Hispanic	16.9	48.5%	9.8%	28.4%
White	2.0	5.7%	26.3%	56.9%
American Indian	1.0	2.9%	0.2%	0.3%
Asian	2.0	5.7%	1.3%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.0	0.0%	3.0%	1.2%
Teachers by Sex:				
Males	1.0	2.9%	27.2%	23.8%
Females	33.9	97.1%	72.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	3.0	8.5%	5.9%	1.2%
Bachelors	24.0	68.8%	62.3%	73.0%
Masters	7.9	22.7%	31.2%	25.0%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.9	14.2%	9.1%	6.7%
1-5 Years Experience	9.0	25.8%	32.1%	27.8%
6-10 Years Experience	9.0	25.8%	23.5%	20.3%
11-20 Years Experience	7.0	20.1%	27.6%	29.1%
21-30 Years Experience	4.9	14.1%	6.1%	13.0%
Over 30 Years Experience	0.0	0.0%	1.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
HIGHLANDS EL (057904105) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	14.0	n/a	15.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	4.1	6.4
Average Years Experience of Principals with District	1.0	3.0	5.5
Average Years Experience of Assistant Principals	0.0	7.0	5.5
Average Years Experience of Assistant Principals with District	0.0	5.7	4.8
Average Years Experience of Teachers:	9.1	8.8	11.2
Average Years Experience of Teachers with District:	3.8	4.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$52,994	\$54,281	\$50,849
1-5 Years Experience	\$54,162	\$56,101	\$53,288
6-10 Years Experience	\$52,591	\$57,833	\$56,282
11-20 Years Experience	\$59,172	\$61,142	\$59,900
21-30 Years Experience	\$61,805	\$64,941	\$64,637
Over 30 Years Experience	-	\$70,762	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$55,677	\$58,497	\$57,641
Professional Support	\$60,441	\$71,401	\$68,030
Campus Administration (School Leadership)	\$85,500	\$82,785	\$83,424
Instructional Staff Percent:	n/a	65.1%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	4.1	11.6%	0.9%	6.2%
Career and Technical Education	0.0	0.0%	6.8%	5.1%
Compensatory Education	0.9	2.7%	1.9%	2.8%
Gifted and Talented Education	0.0	0.0%	4.2%	1.8%
Regular Education	28.9	82.9%	69.1%	71.0%
Special Education	1.0	2.9%	7.1%	9.4%
Other	0.0	0.0%	9.9%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
HIGHLANDS EL (057904105) - CEDAR HILL ISD - DALLAS COUNTY

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

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: CEDAR HILL ISD

Campus Name: WATERFORD OAKS EL

Campus Number: 057904107

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
WATERFORD OAKS EL (057904107) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	63%	59%	63%	*	*	-	-	-	*	33%	-	73%	36%	62%	*
	2019	76%	64%	58%	54%	89%	*	-	-	-	*	0%	*	56%	62%	54%	-
At Meets Grade Level or Above	2021	39%	28%	17%	18%	*	*	-	-	-	*	33%	-	22%	9%	13%	*
	2019	45%	32%	32%	28%	67%	*	-	-	-	*	0%	*	35%	28%	27%	-
At Masters Grade Level	2021	19%	9%	5%	6%	*	*	-	-	-	*	0%	-	5%	5%	3%	*
	2019	27%	19%	14%	10%	44%	*	-	-	-	*	0%	*	13%	14%	12%	-
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	49%	40%	40%	*	*	-	-	-	*	67%	-	42%	36%	33%	*
	2019	79%	64%	63%	58%	100%	*	-	-	-	*	0%	*	63%	62%	58%	-
At Meets Grade Level or Above	2021	31%	20%	10%	8%	*	*	-	-	-	*	67%	-	11%	9%	10%	*
	2019	49%	38%	35%	28%	78%	*	-	-	-	*	0%	*	42%	21%	30%	-
At Masters Grade Level	2021	14%	6%	2%	2%	*	*	-	-	-	*	0%	-	3%	0%	3%	*
	2019	25%	17%	14%	9%	44%	*	-	-	-	*	0%	*	15%	10%	9%	-
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	45%	40%	67%	*	-	-	-	*	60%	*	37%	57%	44%	*
	2019	75%	66%	61%	54%	92%	*	-	*	-	*	45%	*	61%	61%	56%	*
At Meets Grade Level or Above	2021	36%	28%	25%	23%	22%	*	-	-	-	*	60%	*	17%	38%	24%	*
	2019	44%	33%	26%	21%	54%	*	-	*	-	*	36%	*	27%	26%	20%	*
At Masters Grade Level	2021	17%	10%	7%	9%	0%	*	-	-	-	*	0%	*	6%	10%	7%	*
	2019	22%	14%	8%	6%	15%	*	-	*	-	*	0%	*	7%	9%	6%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	47%	39%	30%	67%	*	-	-	-	*	60%	*	46%	29%	39%	*
	2019	75%	65%	62%	62%	69%	*	-	*	-	*	36%	*	63%	61%	55%	*
At Meets Grade Level or Above	2021	36%	25%	23%	19%	33%	*	-	-	-	*	60%	*	26%	19%	20%	*
	2019	48%	38%	38%	32%	62%	*	-	*	-	*	36%	*	37%	39%	32%	*
At Masters Grade Level	2021	21%	13%	5%	5%	0%	*	-	-	-	*	0%	*	6%	5%	5%	*
	2019	28%	18%	20%	13%	46%	*	-	*	-	*	0%	*	15%	24%	17%	*
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
WATERFORD OAKS EL (057904107) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	41%	38%	36%	44%	*	-	-	-	*	60%	*	39%	36%	38%	*
	2019	67%	57%	47%	41%	69%	*	-	*	-	*	45%	*	51%	43%	39%	*
At Meets Grade Level or Above	2021	27%	21%	21%	16%	33%	*	-	-	-	*	60%	*	19%	23%	17%	*
	2019	35%	28%	20%	18%	23%	*	-	*	-	*	27%	*	22%	17%	14%	*
At Masters Grade Level	2021	8%	4%	0%	0%	0%	*	-	-	-	*	0%	*	0%	0%	0%	*
	2019	11%	7%	1%	0%	0%	*	-	*	-	*	0%	*	0%	2%	0%	*
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	63%	52%	52%	57%	*	-	-	-	*	36%	*	52%	53%	46%	-
	2019	86%	80%	74%	76%	69%	*	*	-	-	*	42%	60%	77%	72%	71%	63%
At Meets Grade Level or Above	2021	46%	35%	25%	22%	43%	*	-	-	-	*	27%	*	18%	31%	20%	-
	2019	54%	43%	31%	30%	38%	*	*	-	-	*	17%	20%	37%	26%	29%	38%
At Masters Grade Level	2021	30%	20%	16%	16%	29%	*	-	-	-	*	0%	*	15%	17%	14%	-
	2019	29%	23%	15%	14%	19%	*	*	-	-	*	0%	20%	21%	11%	13%	13%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	50%	48%	44%	86%	*	-	-	-	*	27%	*	55%	43%	48%	-
	2019	90%	86%	79%	77%	88%	*	*	-	-	*	33%	100%	81%	77%	73%	88%
At Meets Grade Level or Above	2021	44%	25%	14%	9%	29%	*	-	-	-	*	27%	*	16%	11%	10%	-
	2019	58%	47%	30%	32%	25%	*	*	-	-	*	17%	60%	37%	25%	22%	25%
At Masters Grade Level	2021	25%	10%	2%	0%	14%	*	-	-	-	*	0%	*	3%	0%	2%	-
	2019	36%	27%	10%	10%	13%	*	*	-	-	*	0%	20%	16%	6%	6%	13%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	47%	33%	27%	71%	*	-	-	-	*	33%	*	36%	29%	31%	-
	2019	75%	67%	58%	58%	63%	*	*	-	-	*	17%	60%	65%	54%	53%	50%
At Meets Grade Level or Above	2021	31%	19%	12%	9%	29%	*	-	-	-	*	33%	*	15%	9%	10%	-
	2019	49%	34%	23%	22%	31%	*	*	-	-	*	8%	20%	28%	20%	19%	25%
At Masters Grade Level	2021	13%	5%	1%	0%	14%	*	-	-	-	*	0%	*	3%	0%	2%	-
	2019	24%	12%	4%	5%	0%	*	*	-	-	*	0%	0%	2%	5%	4%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	44%	42%	63%	38%	-	-	-	43%	43%	13%	47%	40%	43%	60%
	2019	78%	73%	63%	61%	78%	47%	*	*	-	77%	30%	69%	65%	62%	58%	75%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
WATERFORD OAKS EL (057904107) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	30%	18%	15%	32%	38%	-	-	-	19%	41%	7%	18%	18%	16%	40%
	2019	50%	42%	29%	26%	44%	29%	*	*	-	38%	19%	27%	33%	25%	24%	42%
At Masters Grade Level	2021	18%	10%	5%	5%	7%	0%	-	-	-	5%	0%	0%	5%	5%	5%	0%
	2019	24%	17%	10%	8%	20%	24%	*	*	-	15%	0%	12%	12%	9%	8%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	66%	52%	52%	60%	*	-	-	-	38%	41%	20%	54%	49%	50%	*
	2019	75%	72%	65%	63%	82%	50%	*	*	-	80%	33%	67%	64%	66%	61%	75%
At Meets Grade Level or Above	2021	45%	39%	22%	21%	30%	*	-	-	-	13%	36%	0%	19%	27%	19%	*
	2019	48%	41%	30%	26%	50%	33%	*	*	-	40%	20%	22%	33%	26%	26%	50%
At Masters Grade Level	2021	18%	13%	10%	11%	10%	*	-	-	-	0%	0%	0%	9%	11%	8%	*
	2019	21%	15%	12%	10%	24%	17%	*	*	-	20%	0%	11%	14%	11%	11%	17%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	48%	43%	39%	70%	*	-	-	-	50%	45%	0%	47%	37%	41%	*
	2019	82%	76%	69%	67%	84%	33%	*	*	-	80%	27%	89%	69%	69%	63%	83%
At Meets Grade Level or Above	2021	37%	19%	16%	11%	35%	*	-	-	-	25%	45%	0%	18%	13%	13%	*
	2019	52%	42%	34%	31%	50%	33%	*	*	-	40%	20%	44%	39%	29%	28%	42%
At Masters Grade Level	2021	18%	7%	3%	2%	5%	*	-	-	-	13%	0%	0%	4%	1%	3%	*
	2019	26%	19%	14%	11%	32%	33%	*	*	-	20%	0%	22%	15%	13%	10%	25%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	53%	38%	36%	44%	*	-	-	-	*	60%	*	39%	36%	38%	*
	2019	68%	63%	47%	41%	69%	*	-	*	-	*	45%	*	51%	43%	39%	*
At Meets Grade Level or Above	2021	30%	23%	21%	16%	33%	*	-	-	-	*	60%	*	19%	23%	17%	*
	2019	38%	34%	20%	18%	23%	*	-	*	-	*	27%	*	22%	17%	14%	*
At Masters Grade Level	2021	9%	4%	0%	0%	0%	*	-	-	-	*	0%	*	0%	0%	0%	*
	2019	14%	11%	1%	0%	0%	*	-	*	-	*	0%	*	0%	2%	0%	*
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	33%	27%	71%	*	-	-	-	*	33%	*	36%	29%	31%	-
	2019	81%	78%	58%	58%	63%	*	*	-	-	*	17%	60%	65%	54%	53%	50%
At Meets Grade Level or Above	2021	44%	30%	12%	9%	29%	*	-	-	-	*	33%	*	15%	9%	10%	-
	2019	54%	45%	23%	22%	31%	*	*	-	-	*	8%	20%	28%	20%	19%	25%
At Masters Grade Level	2021	20%	9%	1%	0%	14%	*	-	-	-	*	0%	*	3%	0%	2%	-
	2019	25%	18%	4%	5%	0%	*	*	-	-	*	0%	0%	2%	5%	4%	0%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
WATERFORD OAKS EL (057904107) - CEDAR HILL ISD - DALLAS COUNTY

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

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

Texas Education Agency
2018-19 Progress (TAPR)
WATERFORD OAKS EL (057904107) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	58	51	45	90	*	-	*	-	*	70	*	49	54	52	*
	2018	63	61	64	64	55	*	*	-	-	*	56	*	56	69	62	50
Grade 4 Mathematics	2019	65	60	72	73	75	*	-	*	-	*	60	*	76	67	67	*
	2018	65	59	66	64	69	*	*	-	-	*	32	*	64	66	62	75
Grade 5 ELA/Reading	2019	81	85	77	80	64	*	*	-	-	*	67	*	75	79	75	75
	2018	80	82	85	82	93	*	-	-	-	100	89	*	86	85	88	*
Grade 5 Mathematics	2019	83	85	74	73	80	*	*	-	-	*	71	*	78	71	72	88
	2018	81	80	76	71	90	*	-	-	-	90	79	*	85	66	75	*
All Grades Both Subjects	2019	69	68	69	68	77	50	*	*	-	67	67	88	70	69	67	84
	2018	69	68	73	70	78	100	*	-	-	96	62	75	75	71	71	75
All Grades ELA/Reading	2019	68	69	65	64	75	40	*	*	-	*	68	92	62	68	65	77
	2018	69	68	75	73	76	*	*	-	-	100	74	*	73	76	74	67
All Grades Mathematics	2019	70	67	73	73	78	60	*	*	-	*	66	83	77	69	70	91
	2018	70	67	71	67	80	*	*	-	-	93	54	*	76	66	68	83

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

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
WATERFORD OAKS EL (057904107) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	44%	-	-	-	-	-	-	43%	*	*	-	*	44%	60%	-
	2019	78%	73%	63%	-	-	-	-	-	-	67%	-	67%	-	89%		73%	-
At Meets Grade Level or Above	2021	41%	30%	18%	-	-	-	-	-	-	14%	*	*	-	*	17%	40%	-
	2019	50%	42%	29%	-	-	-	-	-	-	25%	-	25%	-	67%		36%	-
At Masters Grade Level	2021	18%	10%	5%	-	-	-	-	-	-	0%	*	*	-	*	5%	0%	-
	2019	24%	17%	10%	-	-	-	-	-	-	13%	-	13%	-	22%		15%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	66%	52%	-	-	-	-	-	-	*	*	*	-	*	52%	*	-
	2019	75%	72%	65%	-	-	-	-	-	-	63%	-	63%	-	*		73%	-
At Meets Grade Level or Above	2021	45%	39%	22%	-	-	-	-	-	-	*	*	*	-	*	22%	*	-
	2019	48%	41%	30%	-	-	-	-	-	-	38%	-	38%	-	*		45%	-
At Masters Grade Level	2021	18%	13%	10%	-	-	-	-	-	-	*	*	*	-	*	10%	*	-
	2019	21%	15%	12%	-	-	-	-	-	-	25%	-	25%	-	*		18%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	48%	43%	-	-	-	-	-	-	*	*	*	-	*	42%	*	-
	2019	82%	76%	69%	-	-	-	-	-	-	88%	-	88%	-	*		82%	-
At Meets Grade Level or Above	2021	37%	19%	16%	-	-	-	-	-	-	*	*	*	-	*	14%	*	-
	2019	52%	42%	34%	-	-	-	-	-	-	25%	-	25%	-	*		36%	-
At Masters Grade Level	2021	18%	7%	3%	-	-	-	-	-	-	*	*	*	-	*	3%	*	-
	2019	26%	19%	14%	-	-	-	-	-	-	13%	-	13%	-	*		27%	-
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	53%	38%	-	-	-	-	-	-	*	-	*	-	*	38%	*	-
	2019	68%	63%	47%	-	-	-	-	-	-	*	-	*	-	*		*	-
At Meets Grade Level or Above	2021	30%	23%	21%	-	-	-	-	-	-	*	-	*	-	*	20%	*	-
	2019	38%	34%	20%	-	-	-	-	-	-	*	-	*	-	*		*	-
At Masters Grade Level	2021	9%	4%	0%	-	-	-	-	-	-	*	-	*	-	*	0%	*	-
	2019	14%	11%	1%	-	-	-	-	-	-	*	-	*	-	*		*	-
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	62%	33%	-	-	-	-	-	-	-	-	-	-	-	32%	-	-
	2019	81%	78%	58%	-	-	-	-	-	-	43%	-	43%	-	*		50%	-
At Meets Grade Level or Above	2021	44%	30%	12%	-	-	-	-	-	-	-	-	-	-	-	11%	-	-
	2019	54%	45%	23%	-	-	-	-	-	-	14%	-	14%	-	*		25%	-
At Masters Grade Level	2021	20%	9%	1%	-	-	-	-	-	-	-	-	-	-	-	2%	-	-
	2019	25%	18%	4%	-	-	-	-	-	-	0%	-	0%	-	*		0%	-

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
WATERFORD OAKS EL (057904107) - CEDAR HILL ISD - DALLAS COUNTY

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

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
WATERFORD OAKS EL (057904107) - CEDAR HILL ISD - DALLAS COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	87%	82%	83%	78%	100%	-	*	-	70%	79%	83%	83%	82%	81%	88%
Included in Accountability	83%	83%	76%	78%	69%	100%	-	*	-	64%	75%	83%	79%	73%	78%	63%
Not Included in Accountability: Mobile	3%	4%	6%	5%	7%	0%	-	*	-	6%	4%	0%	4%	8%	2%	19%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	-	*	-	0%	0%	0%	0%	0%	0%	6%
Not Tested	12%	13%	18%	17%	22%	0%	-	*	-	30%	21%	17%	17%	18%	19%	13%
Absent	2%	3%	5%	4%	6%	0%	-	*	-	6%	8%	0%	3%	7%	5%	0%
Other	10%	10%	13%	12%	16%	0%	-	*	-	24%	13%	17%	14%	12%	14%	13%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	99%	100%	100%	*	*	-	100%	98%	100%	100%	99%	99%	100%
Included in Accountability	94%	94%	93%	93%	89%	100%	*	*	-	100%	91%	90%	99%	88%	94%	100%
Not Included in Accountability: Mobile	4%	6%	6%	6%	11%	0%	*	*	-	0%	7%	10%	1%	11%	6%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	1%	0%	0%	*	*	-	0%	2%	0%	0%	1%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	-	0%	2%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
WATERFORD OAKS EL (057904107) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	98.8%	98.8%	98.4%	98.0%	*	*	-	98.8%	98.3%	98.8%	99.7%
2018-19	95.4%	95.7%	96.2%	96.3%	95.5%	95.3%	*	*	-	94.1%	94.8%	96.1%	95.4%
Chronic Absenteeism													
2019-20	6.7%	7.4%	6.8%	6.2%	11.3%	0.0%	*	*	-	6.3%	11.1%	6.6%	0.0%
2018-19	11.4%	10.9%	9.2%	8.2%	10.1%	11.1%	*	20.0%	-	28.6%	18.3%	9.3%	13.3%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
WATERFORD OAKS EL (057904107) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
WATERFORD OAKS EL (057904107) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	92.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	92.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	2.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	93.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	92.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	91.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
WATERFORD OAKS EL (057904107) - CEDAR HILL ISD - DALLAS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	610	360,220
By Ethnicity:				
African American	-	-	443	44,729
Hispanic	-	-	123	184,060
White	-	-	16	105,215
American Indian	-	-	2	1,226
Asian	-	-	9	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	16	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	24	49,535
Foundation H.S. Program (Endorsement)	-	-	16	15,689
Foundation H.S. Program (DLA)	-	-	570	292,532
Special Education Graduates	-	-	30	29,018
Economically Disadvantaged Graduates	-	-	341	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	18	29,639
At-Risk Graduates	-	-	148	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
WATERFORD OAKS EL (057904107) - CEDAR HILL ISD - DALLAS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
WATERFORD OAKS EL (057904107) - CEDAR HILL ISD - DALLAS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
WATERFORD OAKS EL (057904107) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	483	100.0%	7,250	5,359,040	483	100.0%	7,253	5,371,586
Students by Grade:								
Early Childhood Education	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.4%
Pre-Kindergarten	25	5.2%	2.6%	3.7%	25	5.2%	2.6%	3.7%
Kindergarten	68	14.1%	5.2%	6.7%	68	14.1%	5.2%	6.7%
Grade 1	71	14.7%	5.9%	7.1%	71	14.7%	5.9%	7.1%
Grade 2	73	15.1%	5.9%	7.1%	73	15.1%	5.9%	7.1%
Grade 3	74	15.3%	5.8%	7.1%	74	15.3%	5.8%	7.1%
Grade 4	80	16.6%	7.0%	7.2%	80	16.6%	7.0%	7.2%
Grade 5	91	18.8%	6.8%	7.4%	91	18.8%	6.8%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.8%
Grade 8	0	0.0%	8.5%	7.9%	0	0.0%	8.5%	7.9%
Grade 9	0	0.0%	9.9%	8.1%	0	0.0%	9.9%	8.1%
Grade 10	0	0.0%	9.5%	7.8%	0	0.0%	9.5%	7.8%
Grade 11	0	0.0%	9.0%	7.2%	0	0.0%	8.9%	7.2%
Grade 12	0	0.0%	8.2%	6.8%	0	0.0%	8.2%	6.8%
Ethnic Distribution:								
African American	376	77.8%	65.9%	12.7%	376	77.8%	65.9%	12.7%
Hispanic	66	13.7%	25.7%	52.9%	66	13.7%	25.7%	52.9%
White	7	1.4%	2.8%	26.5%	7	1.4%	2.8%	26.5%
American Indian	1	0.2%	0.3%	0.3%	1	0.2%	0.3%	0.3%
Asian	5	1.0%	1.0%	4.7%	5	1.0%	1.0%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	28	5.8%	4.2%	2.7%	28	5.8%	4.2%	2.7%
Sex:								
Female	213	44.1%	48.0%	48.9%	213	44.1%	48.0%	48.9%
Male	270	55.9%	52.0%	51.1%	270	55.9%	52.0%	51.1%
Economically Disadvantaged	320	66.3%	62.1%	60.3%	320	66.3%	62.1%	60.2%
Non-Educationally Disadvantaged	163	33.7%	37.9%	39.7%	163	33.7%	37.9%	39.8%
Section 504 Students	13	2.7%	4.3%	7.2%	13	2.7%	4.3%	7.2%
EB Students/EL	12	2.5%	8.1%	20.7%	12	2.5%	8.1%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.6%	1.2%				
Students w/ Dyslexia	13	2.7%	2.2%	4.5%	13	2.7%	2.2%	4.5%
Foster Care	10	2.1%	1.0%	0.3%	10	2.1%	1.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
WATERFORD OAKS EL (057904107) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	5	1.0%	0.4%	2.0%	5	1.0%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	483	100.0%	63.5%	64.5%	483	100.0%	63.5%	64.5%
Military Connected	7	1.4%	2.2%	2.7%	7	1.4%	2.2%	2.7%
At-Risk	166	34.4%	39.9%	49.2%	166	34.4%	39.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	11	2.3%	8.4%	21.0%	11	2.3%	8.4%	20.9%
Gifted and Talented Education	17	3.5%	5.5%	8.3%	17	3.5%	5.5%	8.3%
Special Education	53	11.0%	8.1%	11.1%	53	11.0%	8.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	53							
By Type of Primary Disability								
Students with Intellectual Disabilities	17	32.1%	45.8%	42.5%				
Students with Physical Disabilities	**	**	12.3%	21.3%				
Students with Autism	17	32.1%	18.9%	14.1%				
Students with Behavioral Disabilities	9	17.0%	21.0%	20.6%				
Students with Non-Categorical Early Childhood	*	*	2.0%	1.5%				
Mobility (2019-20):								
Total Mobile Students	77	17.8%	14.1%	13.8%				
By Ethnicity:								
African American	58	13.4%	9.3%	2.8%				
Hispanic	10	2.3%	3.2%	7.1%				
White	3	0.7%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.2%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	1.2%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	8	14.8%	17.8%	16.5%				
Count and Percent of EB Students/EL who are Mobile	3	33.3%	7.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	50	15.1%	13.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	103	24.9%	17.6%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
WATERFORD OAKS EL (057904107) - CEDAR HILL ISD - DALLAS COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.8%	1.4%	0.0%	0.0%	4.8%
Grade 1	0.0%	1.3%	1.9%	0.0%	0.0%	3.2%
Grade 2	0.0%	0.8%	1.0%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.9%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	7.1%	1.9%	0.4%
Grade 5	0.0%	0.2%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.5%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	2.6%	4.7%	-	1.6%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	16.3	15.5	17.7
Grade 1	17.0	17.6	18.0
Grade 2	17.5	17.9	18.0
Grade 3	23.0	18.5	18.2
Grade 4	19.0	19.1	18.3
Grade 5	21.5	19.2	19.8
Grade 6	-	21.8	19.4
Secondary:			
English/Language Arts	-	22.7	15.7
Foreign Languages	-	25.7	17.8
Mathematics	-	25.1	16.9
Science	-	25.0	17.9
Social Studies	-	23.9	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
WATERFORD OAKS EL (057904107) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	49.0	100.0%	100.0%	100.0%
Professional Staff:	40.0	81.6%	69.2%	64.3%
Teachers	34.0	69.4%	52.1%	49.6%
Professional Support	3.0	6.1%	11.1%	10.6%
Campus Administration (School Leadership)	3.0	6.1%	3.0%	3.0%
Educational Aides:	9.0	18.4%	8.7%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	5.0	4,290.0
Part-time Librarians	0.0	n/a	1.0	582.0
Full-time Counselors	1.0	n/a	20.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	39.0	79.6%	75.0%	51.5%
Teachers by Ethnicity:				
African American	22.0	64.7%	59.1%	11.1%
Hispanic	4.0	11.8%	9.8%	28.4%
White	6.0	17.7%	26.3%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.9%	1.3%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	1.0	2.9%	3.0%	1.2%
Teachers by Sex:				
Males	3.0	8.8%	27.2%	23.8%
Females	31.0	91.2%	72.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	5.9%	1.2%
Bachelors	26.0	76.5%	62.3%	73.0%
Masters	8.0	23.5%	31.2%	25.0%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.8%	9.1%	6.7%
1-5 Years Experience	9.0	26.5%	32.1%	27.8%
6-10 Years Experience	11.0	32.4%	23.5%	20.3%
11-20 Years Experience	6.0	17.7%	27.6%	29.1%
21-30 Years Experience	4.0	11.8%	6.1%	13.0%
Over 30 Years Experience	2.0	5.9%	1.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
WATERFORD OAKS EL (057904107) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	14.2	n/a	15.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	4.1	6.4
Average Years Experience of Principals with District	2.0	3.0	5.5
Average Years Experience of Assistant Principals	4.0	7.0	5.5
Average Years Experience of Assistant Principals with District	4.0	5.7	4.8
Average Years Experience of Teachers:	10.7	8.8	11.2
Average Years Experience of Teachers with District:	4.0	4.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$52,972	\$54,281	\$50,849
1-5 Years Experience	\$55,534	\$56,101	\$53,288
6-10 Years Experience	\$56,013	\$57,833	\$56,282
11-20 Years Experience	\$59,037	\$61,142	\$59,900
21-30 Years Experience	\$61,283	\$64,941	\$64,637
Over 30 Years Experience	\$67,634	\$70,762	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$57,547	\$58,497	\$57,641
Professional Support	\$61,491	\$71,401	\$68,030
Campus Administration (School Leadership)	\$72,732	\$82,785	\$83,424
Instructional Staff Percent:	n/a	65.1%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.9%	6.2%
Career and Technical Education	0.0	0.0%	6.8%	5.1%
Compensatory Education	0.0	0.0%	1.9%	2.8%
Gifted and Talented Education	0.0	0.0%	4.2%	1.8%
Regular Education	28.9	85.1%	69.1%	71.0%
Special Education	5.1	14.9%	7.1%	9.4%
Other	0.0	0.0%	9.9%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
WATERFORD OAKS EL (057904107) - CEDAR HILL ISD - DALLAS COUNTY

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

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: CEDAR HILL ISD

Campus Name: LAKERIDGE EL

Campus Number: 057904108

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
LAKERIDGE EL (057904108) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	63%	68%	67%	58%	*	-	*	-	-	71%	*	83%	30%	50%	-
	2019	76%	64%	56%	58%	55%	*	-	*	-	*	54%	*	60%	50%	46%	20%
At Meets Grade Level or Above	2021	39%	28%	53%	44%	50%	*	-	*	-	-	71%	*	75%	0%	38%	-
	2019	45%	32%	26%	21%	27%	*	-	*	-	*	38%	*	33%	17%	21%	20%
At Masters Grade Level	2021	19%	9%	15%	17%	17%	*	-	*	-	-	14%	*	21%	0%	6%	-
	2019	27%	19%	19%	12%	18%	*	-	*	-	*	15%	*	23%	13%	13%	20%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	49%	64%	59%	58%	*	-	*	-	-	71%	*	79%	22%	53%	-
	2019	79%	64%	43%	39%	36%	*	-	*	-	*	46%	*	43%	42%	33%	20%
At Meets Grade Level or Above	2021	31%	20%	36%	41%	25%	*	-	*	-	-	71%	*	50%	0%	27%	-
	2019	49%	38%	28%	21%	27%	*	-	*	-	*	38%	*	33%	21%	21%	20%
At Masters Grade Level	2021	14%	6%	15%	24%	0%	*	-	*	-	-	29%	*	21%	0%	7%	-
	2019	25%	17%	15%	9%	9%	*	-	*	-	*	8%	*	17%	13%	10%	20%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	63%	57%	67%	*	-	*	-	*	44%	*	57%	69%	59%	71%
	2019	75%	66%	72%	70%	82%	100%	-	*	-	*	82%	-	67%	81%	76%	*
At Meets Grade Level or Above	2021	36%	28%	35%	32%	33%	*	-	*	-	*	44%	*	30%	38%	33%	29%
	2019	44%	33%	41%	36%	55%	57%	-	*	-	*	64%	-	39%	43%	36%	*
At Masters Grade Level	2021	17%	10%	12%	14%	6%	*	-	*	-	*	11%	*	4%	17%	11%	14%
	2019	22%	14%	19%	9%	36%	43%	-	*	-	*	27%	-	21%	14%	18%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	47%	35%	36%	33%	*	-	*	-	*	44%	*	26%	41%	30%	29%
	2019	75%	65%	81%	79%	91%	100%	-	*	-	*	100%	-	79%	86%	79%	*
At Meets Grade Level or Above	2021	36%	25%	17%	18%	17%	*	-	*	-	*	44%	*	22%	14%	15%	14%
	2019	48%	38%	63%	61%	73%	71%	-	*	-	*	100%	-	58%	71%	70%	*
At Masters Grade Level	2021	21%	13%	12%	11%	11%	*	-	*	-	*	33%	*	9%	14%	11%	14%
	2019	28%	18%	39%	30%	45%	71%	-	*	-	*	64%	-	33%	48%	36%	*
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
LAKERIDGE EL (057904108) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	41%	47%	36%	65%	*	*	*	-	*	50%	*	50%	44%	42%	57%
	2019	67%	57%	74%	76%	80%	86%	-	*	-	*	92%	-	69%	82%	72%	*
At Meets Grade Level or Above	2021	27%	21%	22%	24%	24%	*	*	*	-	*	50%	*	14%	30%	27%	29%
	2019	35%	28%	35%	35%	20%	71%	-	*	-	*	50%	-	28%	45%	38%	*
At Masters Grade Level	2021	8%	4%	6%	4%	6%	*	*	*	-	*	25%	*	5%	7%	4%	14%
	2019	11%	7%	9%	9%	10%	14%	-	*	-	*	25%	-	6%	14%	13%	*
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	63%	58%	54%	60%	*	-	*	-	*	33%	*	54%	64%	52%	50%
	2019	86%	80%	86%	81%	92%	*	-	-	*	80%	40%	*	84%	87%	88%	*
At Meets Grade Level or Above	2021	46%	35%	35%	27%	40%	*	-	*	-	*	22%	*	42%	27%	26%	50%
	2019	54%	43%	52%	43%	62%	*	-	-	*	40%	20%	*	53%	52%	53%	*
At Masters Grade Level	2021	30%	20%	21%	12%	20%	*	-	*	-	*	0%	*	31%	9%	10%	33%
	2019	29%	23%	14%	14%	8%	*	-	-	*	0%	0%	*	21%	9%	16%	*
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	50%	55%	48%	60%	*	-	*	-	*	56%	*	40%	73%	43%	50%
	2019	90%	86%	83%	76%	92%	*	-	-	*	80%	40%	*	89%	78%	81%	*
At Meets Grade Level or Above	2021	44%	25%	26%	20%	20%	*	-	*	-	*	33%	*	28%	23%	20%	33%
	2019	58%	47%	55%	43%	77%	*	-	-	*	40%	20%	*	68%	43%	53%	*
At Masters Grade Level	2021	25%	10%	11%	4%	0%	*	-	*	-	*	11%	*	12%	9%	3%	17%
	2019	36%	27%	36%	29%	46%	*	-	-	*	20%	0%	*	47%	26%	34%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	47%	43%	31%	50%	*	-	*	-	*	33%	*	35%	52%	27%	67%
	2019	75%	67%	69%	57%	85%	*	-	-	*	60%	20%	*	74%	65%	66%	*
At Meets Grade Level or Above	2021	31%	19%	15%	4%	14%	*	-	*	-	*	11%	*	19%	10%	7%	33%
	2019	49%	34%	31%	19%	38%	*	-	-	*	40%	20%	*	37%	26%	28%	*
At Masters Grade Level	2021	13%	5%	4%	4%	0%	*	-	*	-	*	0%	*	8%	0%	3%	17%
	2019	24%	12%	10%	5%	15%	*	-	-	*	20%	0%	*	16%	4%	6%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	53%	47%	56%	48%	*	100%	-	73%	49%	63%	53%	53%	44%	54%
	2019	78%	73%	70%	66%	77%	86%	-	56%	*	52%	65%	75%	69%	71%	66%	48%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
LAKERIDGE EL (057904108) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	30%	29%	25%	27%	33%	*	100%	-	33%	42%	25%	35%	21%	23%	31%
	2019	50%	42%	41%	35%	48%	63%	-	56%	*	30%	49%	38%	42%	39%	39%	42%
At Masters Grade Level	2021	18%	10%	12%	10%	7%	10%	*	82%	-	13%	15%	6%	14%	9%	7%	18%
	2019	24%	17%	20%	14%	24%	40%	-	56%	*	15%	21%	13%	22%	17%	18%	26%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	66%	63%	58%	62%	63%	-	*	-	100%	48%	67%	64%	61%	54%	62%
	2019	75%	72%	70%	68%	77%	85%	-	*	*	50%	62%	*	68%	72%	68%	42%
At Meets Grade Level or Above	2021	45%	39%	40%	33%	40%	50%	-	*	-	60%	44%	50%	49%	28%	31%	38%
	2019	48%	41%	39%	32%	49%	54%	-	*	*	30%	45%	*	40%	37%	36%	33%
At Masters Grade Level	2021	18%	13%	16%	14%	13%	13%	-	*	-	20%	8%	17%	19%	11%	9%	23%
	2019	21%	15%	17%	11%	20%	46%	-	*	*	10%	17%	*	22%	12%	15%	17%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	48%	49%	46%	49%	50%	-	*	-	60%	56%	50%	49%	50%	40%	38%
	2019	82%	76%	68%	63%	74%	85%	-	*	*	60%	66%	*	68%	68%	63%	58%
At Meets Grade Level or Above	2021	37%	19%	25%	24%	20%	25%	-	*	-	20%	48%	17%	33%	15%	19%	23%
	2019	52%	42%	48%	41%	60%	62%	-	*	*	30%	59%	*	51%	44%	46%	50%
At Masters Grade Level	2021	18%	7%	12%	11%	4%	13%	-	*	-	20%	24%	0%	14%	10%	7%	15%
	2019	26%	19%	29%	22%	34%	54%	-	*	*	20%	28%	*	30%	28%	26%	50%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	53%	47%	36%	65%	*	*	*	-	*	50%	*	50%	44%	42%	57%
	2019	68%	63%	74%	76%	80%	86%	-	*	-	*	92%	-	69%	82%	72%	*
At Meets Grade Level or Above	2021	30%	23%	22%	24%	24%	*	*	*	-	*	50%	*	14%	30%	27%	29%
	2019	38%	34%	35%	35%	20%	71%	-	*	-	*	50%	-	28%	45%	38%	*
At Masters Grade Level	2021	9%	4%	6%	4%	6%	*	*	*	-	*	25%	*	5%	7%	4%	14%
	2019	14%	11%	9%	9%	10%	14%	-	*	-	*	25%	-	6%	14%	13%	*
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	43%	31%	50%	*	-	*	-	*	33%	*	35%	52%	27%	67%
	2019	81%	78%	69%	57%	85%	*	-	-	*	60%	20%	*	74%	65%	66%	*
At Meets Grade Level or Above	2021	44%	30%	15%	4%	14%	*	-	*	-	*	11%	*	19%	10%	7%	33%
	2019	54%	45%	31%	19%	38%	*	-	-	*	40%	20%	*	37%	26%	28%	*
At Masters Grade Level	2021	20%	9%	4%	4%	0%	*	-	*	-	*	0%	*	8%	0%	3%	17%
	2019	25%	18%	10%	5%	15%	*	-	-	*	20%	0%	*	16%	4%	6%	*

Texas Education Agency
2020-21 STAAR Performance (TAPR)
LAKERIDGE EL (057904108) - CEDAR HILL ISD - DALLAS COUNTY

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

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

Texas Education Agency
2018-19 Progress (TAPR)
LAKERIDGE EL (057904108) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	58	66	70	70	70	-	*	-	*	86	-	70	57	65	*
	2018	63	61	47	53	29	*	-	-	*	*	80	*	50	43	41	*
Grade 4 Mathematics	2019	65	60	84	85	90	80	-	*	-	*	100	-	88	77	83	*
	2018	65	59	72	81	58	*	-	-	*	*	90	*	76	67	67	*
Grade 5 ELA/Reading	2019	81	85	92	90	92	*	-	-	*	*	100	*	84	100	94	*
	2018	80	82	78	71	73	*	-	*	-	*	-	-	83	70	81	*
Grade 5 Mathematics	2019	83	85	85	80	83	*	-	-	*	*	40	*	82	88	85	*
	2018	81	80	77	74	73	*	-	*	-	*	*	-	80	72	71	*
All Grades Both Subjects	2019	69	68	81	81	84	82	-	*	*	75	86	*	80	82	82	71
	2018	69	68	69	70	59	70	-	*	*	100	77	*	74	63	66	70
All Grades ELA/Reading	2019	68	69	78	78	82	79	-	*	*	67	91	*	75	81	80	57
	2018	69	68	64	62	52	80	-	*	*	100	80	*	69	57	63	*
All Grades Mathematics	2019	70	67	84	83	86	86	-	*	*	83	81	*	86	83	84	86
	2018	70	67	75	77	66	60	-	*	*	100	75	*	78	69	69	*

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
LAKERIDGE EL (057904108) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	53%	17%	-	-	-	17%	-	44%	33%	56%	-	67%	53%	45%	100%
	2019	78%	73%	70%	-	-	-	-	-	-	36%	20%	47%	-	-	-	36%	-
At Meets Grade Level or Above	2021	41%	30%	29%	0%	-	-	-	0%	-	17%	11%	22%	-	67%	28%	27%	50%
	2019	50%	42%	41%	-	-	-	-	-	-	28%	20%	33%	-	-	-	28%	-
At Masters Grade Level	2021	18%	10%	12%	0%	-	-	-	0%	-	0%	0%	0%	-	67%	11%	18%	13%
	2019	24%	17%	20%	-	-	-	-	-	-	20%	20%	20%	-	-	-	20%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	66%	63%	*	-	-	-	*	-	67%	*	*	-	*	63%	55%	*
	2019	75%	72%	70%	-	-	-	-	-	-	30%	20%	40%	-	-	-	30%	-
At Meets Grade Level or Above	2021	45%	39%	40%	*	-	-	-	*	-	33%	*	*	-	*	39%	36%	*
	2019	48%	41%	39%	-	-	-	-	-	-	20%	20%	20%	-	-	-	20%	-
At Masters Grade Level	2021	18%	13%	16%	*	-	-	-	*	-	0%	*	*	-	*	15%	18%	*
	2019	21%	15%	17%	-	-	-	-	-	-	10%	20%	0%	-	-	-	10%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	48%	49%	*	-	-	-	*	-	17%	*	*	-	*	50%	27%	*
	2019	82%	76%	68%	-	-	-	-	-	-	50%	20%	80%	-	-	-	50%	-
At Meets Grade Level or Above	2021	37%	19%	25%	*	-	-	-	*	-	0%	*	*	-	*	25%	18%	*
	2019	52%	42%	48%	-	-	-	-	-	-	40%	20%	60%	-	-	-	40%	-
At Masters Grade Level	2021	18%	7%	12%	*	-	-	-	*	-	0%	*	*	-	*	12%	18%	*
	2019	26%	19%	29%	-	-	-	-	-	-	40%	20%	60%	-	-	-	40%	-
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	53%	47%	*	-	-	-	*	-	*	-	*	-	*	45%	50%	*
	2019	68%	63%	74%	-	-	-	-	-	-	*	-	*	-	-	-	*	-
At Meets Grade Level or Above	2021	30%	23%	22%	*	-	-	-	*	-	*	-	*	-	*	21%	33%	*
	2019	38%	34%	35%	-	-	-	-	-	-	*	-	*	-	-	-	*	-
At Masters Grade Level	2021	9%	4%	6%	*	-	-	-	*	-	*	-	*	-	*	5%	17%	*
	2019	14%	11%	9%	-	-	-	-	-	-	*	-	*	-	-	-	*	-
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	62%	43%	*	-	-	-	*	-	*	*	-	-	*	39%	60%	*
	2019	81%	78%	69%	-	-	-	-	-	-	*	-	*	-	-	-	*	-
At Meets Grade Level or Above	2021	44%	30%	15%	*	-	-	-	*	-	*	*	-	-	*	12%	20%	*
	2019	54%	45%	31%	-	-	-	-	-	-	*	-	*	-	-	-	*	-
At Masters Grade Level	2021	20%	9%	4%	*	-	-	-	*	-	*	*	-	-	*	2%	20%	*
	2019	25%	18%	10%	-	-	-	-	-	-	*	-	*	-	-	-	*	-

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
LAKERIDGE EL (057904108) - CEDAR HILL ISD - DALLAS COUNTY

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

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
LAKERIDGE EL (057904108) - CEDAR HILL ISD - DALLAS COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	87%	84%	81%	92%	81%	20%	100%	-	79%	78%	100%	84%	85%	81%	98%
Included in Accountability	83%	83%	76%	73%	84%	81%	20%	100%	-	63%	71%	100%	84%	70%	76%	95%
Not Included in Accountability: Mobile	3%	4%	8%	8%	8%	0%	0%	0%	-	17%	6%	0%	0%	15%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	2%
Not Tested	12%	13%	16%	19%	8%	19%	80%	0%	-	21%	22%	0%	16%	15%	19%	2%
Absent	2%	3%	1%	1%	1%	0%	0%	0%	-	0%	1%	0%	0%	1%	2%	0%
Other	10%	10%	15%	18%	7%	19%	80%	0%	-	21%	21%	0%	16%	14%	18%	2%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	99%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	90%	90%	90%	88%	-	100%	*	84%	87%	100%	93%	86%	93%	79%
Not Included in Accountability: Mobile	4%	6%	9%	9%	9%	13%	-	0%	*	16%	9%	0%	6%	13%	6%	18%
Not Included in Accountability: Other Exclusions	1%	0%	1%	1%	0%	0%	-	0%	*	0%	3%	0%	1%	0%	1%	3%
Not Tested	1%	0%	0%	0%	1%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	1%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
LAKERIDGE EL (057904108) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	98.5%	98.3%	98.4%	98.5%		* 99.6%	-	99.3%	98.6%	98.3%	99.3%
2018-19	95.4%	95.7%	95.3%	95.4%	95.1%	94.3%		* 95.9%	*	96.5%	95.0%	95.0%	96.2%
Chronic Absenteeism													
2019-20	6.7%	7.4%	7.7%	8.9%	8.1%	7.1%		* 0.0%	-	0.0%	11.1%	9.5%	4.8%
2018-19	11.4%	10.9%	13.7%	13.6%	10.8%	17.9%		* 25.0%	*	12.5%	15.0%	16.0%	26.3%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
LAKERIDGE EL (057904108) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
LAKERIDGE EL (057904108) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	92.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	92.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	2.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	93.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	92.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	91.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
LAKERIDGE EL (057904108) - CEDAR HILL ISD - DALLAS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	610	360,220
By Ethnicity:				
African American	-	-	443	44,729
Hispanic	-	-	123	184,060
White	-	-	16	105,215
American Indian	-	-	2	1,226
Asian	-	-	9	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	16	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	24	49,535
Foundation H.S. Program (Endorsement)	-	-	16	15,689
Foundation H.S. Program (DLA)	-	-	570	292,532
Special Education Graduates	-	-	30	29,018
Economically Disadvantaged Graduates	-	-	341	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	18	29,639
At-Risk Graduates	-	-	148	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
LAKERIDGE EL (057904108) - CEDAR HILL ISD - DALLAS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
LAKERIDGE EL (057904108) - CEDAR HILL ISD - DALLAS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
LAKERIDGE EL (057904108) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	365	100.0%	7,250	5,359,040	366	100.0%	7,253	5,371,586
Students by Grade:								
Early Childhood Education	11	3.0%	0.2%	0.3%	11	3.0%	0.2%	0.4%
Pre-Kindergarten	26	7.1%	2.6%	3.7%	26	7.1%	2.6%	3.7%
Kindergarten	52	14.2%	5.2%	6.7%	53	14.5%	5.2%	6.7%
Grade 1	57	15.6%	5.9%	7.1%	57	15.6%	5.9%	7.1%
Grade 2	50	13.7%	5.9%	7.1%	50	13.7%	5.9%	7.1%
Grade 3	44	12.1%	5.8%	7.1%	44	12.0%	5.8%	7.1%
Grade 4	65	17.8%	7.0%	7.2%	65	17.8%	7.0%	7.2%
Grade 5	60	16.4%	6.8%	7.4%	60	16.4%	6.8%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.8%
Grade 8	0	0.0%	8.5%	7.9%	0	0.0%	8.5%	7.9%
Grade 9	0	0.0%	9.9%	8.1%	0	0.0%	9.9%	8.1%
Grade 10	0	0.0%	9.5%	7.8%	0	0.0%	9.5%	7.8%
Grade 11	0	0.0%	9.0%	7.2%	0	0.0%	8.9%	7.2%
Grade 12	0	0.0%	8.2%	6.8%	0	0.0%	8.2%	6.8%
Ethnic Distribution:								
African American	208	57.0%	65.9%	12.7%	208	56.8%	65.9%	12.7%
Hispanic	101	27.7%	25.7%	52.9%	101	27.6%	25.7%	52.9%
White	21	5.8%	2.8%	26.5%	22	6.0%	2.8%	26.5%
American Indian	5	1.4%	0.3%	0.3%	5	1.4%	0.3%	0.3%
Asian	8	2.2%	1.0%	4.7%	8	2.2%	1.0%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	22	6.0%	4.2%	2.7%	22	6.0%	4.2%	2.7%
Sex:								
Female	166	45.5%	48.0%	48.9%	167	45.6%	48.0%	48.9%
Male	199	54.5%	52.0%	51.1%	199	54.4%	52.0%	51.1%
Economically Disadvantaged	208	57.0%	62.1%	60.3%	208	56.8%	62.1%	60.2%
Non-Educationally Disadvantaged	157	43.0%	37.9%	39.7%	158	43.2%	37.9%	39.8%
Section 504 Students	9	2.5%	4.3%	7.2%	9	2.5%	4.3%	7.2%
EB Students/EL	16	4.4%	8.1%	20.7%	16	4.4%	8.1%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.6%	1.2%				
Students w/ Dyslexia	8	2.2%	2.2%	4.5%	8	2.2%	2.2%	4.5%
Foster Care	2	0.5%	1.0%	0.3%	2	0.5%	1.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
LAKERIDGE EL (057904108) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	0	0.0%	0.4%	2.0%	0	0.0%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	365	100.0%	63.5%	64.5%	366	100.0%	63.5%	64.5%
Military Connected	14	3.8%	2.2%	2.7%	14	3.8%	2.2%	2.7%
At-Risk	172	47.1%	39.9%	49.2%	172	47.0%	39.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	11	3.0%	8.4%	21.0%	11	3.0%	8.4%	20.9%
Gifted and Talented Education	38	10.4%	5.5%	8.3%	38	10.4%	5.5%	8.3%
Special Education	63	17.3%	8.1%	11.1%	64	17.5%	8.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	63							
By Type of Primary Disability								
Students with Intellectual Disabilities	13	20.6%	45.8%	42.5%				
Students with Physical Disabilities	10	15.9%	12.3%	21.3%				
Students with Autism	24	38.1%	18.9%	14.1%				
Students with Behavioral Disabilities	7	11.1%	21.0%	20.6%				
Students with Non-Categorical Early Childhood	9	14.3%	2.0%	1.5%				
Mobility (2019-20):								
Total Mobile Students	55	18.5%	14.1%	13.8%				
By Ethnicity:								
African American	36	12.1%	9.3%	2.8%				
Hispanic	10	3.4%	3.2%	7.1%				
White	7	2.3%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.3%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.3%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	8	14.5%	17.8%	16.5%				
Count and Percent of EB Students/EL who are Mobile	1	4.8%	7.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	33	16.8%	13.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	67	21.4%	17.6%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
LAKERIDGE EL (057904108) - CEDAR HILL ISD - DALLAS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.9%	0.8%	1.4%	0.0%	0.0%	4.8%
Grade 1	2.9%	1.3%	1.9%	0.0%	0.0%	3.2%
Grade 2	0.0%	0.8%	1.0%	0.0%	0.0%	1.4%
Grade 3	2.2%	0.9%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	1.9%	0.4%
Grade 5	0.0%	0.2%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.5%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	2.6%	4.7%	-	1.6%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	15.0	15.5	17.7
Grade 1	18.5	17.6	18.0
Grade 2	17.5	17.9	18.0
Grade 3	16.5	18.5	18.2
Grade 4	18.3	19.1	18.3
Grade 5	17.7	19.2	19.8
Grade 6	-	21.8	19.4
Secondary:			
English/Language Arts	-	22.7	15.7
Foreign Languages	-	25.7	17.8
Mathematics	-	25.1	16.9
Science	-	25.0	17.9
Social Studies	-	23.9	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
LAKERIDGE EL (057904108) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	46.9	100.0%	100.0%	100.0%
Professional Staff:	34.0	72.4%	69.2%	64.3%
Teachers	29.0	61.8%	52.1%	49.6%
Professional Support	3.0	6.4%	11.1%	10.6%
Campus Administration (School Leadership)	2.0	4.3%	3.0%	3.0%
Educational Aides:	12.9	27.6%	8.7%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	5.0	4,290.0
Part-time Librarians	0.0	n/a	1.0	582.0
Full-time Counselors	1.0	n/a	20.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	28.9	61.6%	75.0%	51.5%
Teachers by Ethnicity:				
African American	13.0	44.8%	59.1%	11.1%
Hispanic	1.0	3.4%	9.8%	28.4%
White	15.0	51.7%	26.3%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	1.3%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.0	0.0%	3.0%	1.2%
Teachers by Sex:				
Males	2.0	6.9%	27.2%	23.8%
Females	27.0	93.1%	72.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	3.0	10.3%	5.9%	1.2%
Bachelors	19.0	65.5%	62.3%	73.0%
Masters	7.0	24.1%	31.2%	25.0%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	9.1%	6.7%
1-5 Years Experience	7.0	24.1%	32.1%	27.8%
6-10 Years Experience	13.0	44.8%	23.5%	20.3%
11-20 Years Experience	9.0	31.0%	27.6%	29.1%
21-30 Years Experience	0.0	0.0%	6.1%	13.0%
Over 30 Years Experience	0.0	0.0%	1.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
LAKERIDGE EL (057904108) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	12.6	n/a	15.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	4.1	6.4
Average Years Experience of Principals with District	4.0	3.0	5.5
Average Years Experience of Assistant Principals	7.0	7.0	5.5
Average Years Experience of Assistant Principals with District	7.0	5.7	4.8
Average Years Experience of Teachers:	8.8	8.8	11.2
Average Years Experience of Teachers with District:	3.3	4.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$54,281	\$50,849
1-5 Years Experience	\$55,495	\$56,101	\$53,288
6-10 Years Experience	\$56,860	\$57,833	\$56,282
11-20 Years Experience	\$58,312	\$61,142	\$59,900
21-30 Years Experience	-	\$64,941	\$64,637
Over 30 Years Experience	-	\$70,762	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$56,981	\$58,497	\$57,641
Professional Support	\$62,248	\$71,401	\$68,030
Campus Administration (School Leadership)	\$79,781	\$82,785	\$83,424
Instructional Staff Percent:	n/a	65.1%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.9%	6.2%
Career and Technical Education	0.0	0.0%	6.8%	5.1%
Compensatory Education	0.0	0.0%	1.9%	2.8%
Gifted and Talented Education	0.0	0.0%	4.2%	1.8%
Regular Education	23.0	79.3%	69.1%	71.0%
Special Education	6.0	20.7%	7.1%	9.4%
Other	0.0	0.0%	9.9%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
LAKERIDGE EL (057904108) - CEDAR HILL ISD - DALLAS COUNTY

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

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: CEDAR HILL ISD

Campus Name: CEDAR HILL COLLEGIATE PREP

Campus Number: 057904110

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
CEDAR HILL COLLEGIATE PREP (057904110) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	63%	81%	79%	90%	-	-	*	-	*	*	*	81%	80%	64%	86%
	2019	76%	64%	84%	83%	89%	*	-	*	-	*	*	-	84%	84%	81%	83%
At Meets Grade Level or Above	2021	39%	28%	40%	36%	60%	-	-	*	-	*	*	*	38%	47%	36%	57%
	2019	45%	32%	49%	47%	67%	*	-	*	-	*	*	-	52%	42%	38%	83%
At Masters Grade Level	2021	19%	9%	16%	15%	20%	-	-	*	-	*	*	*	15%	20%	15%	14%
	2019	27%	19%	35%	28%	67%	*	-	*	-	*	*	-	41%	21%	25%	83%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	49%	70%	70%	70%	-	-	*	-	*	*	*	65%	87%	58%	71%
	2019	79%	64%	89%	89%	89%	*	-	*	-	*	*	-	86%	95%	88%	83%
At Meets Grade Level or Above	2021	31%	20%	33%	26%	50%	-	-	*	-	*	*	*	31%	40%	30%	57%
	2019	49%	38%	57%	55%	67%	*	-	*	-	*	*	-	55%	63%	56%	67%
At Masters Grade Level	2021	14%	6%	10%	11%	0%	-	-	*	-	*	*	*	12%	7%	9%	14%
	2019	25%	17%	35%	32%	44%	*	-	*	-	*	*	-	39%	26%	34%	50%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	88%	87%	91%	*	-	*	-	*	-	-	88%	90%	87%	-
	2019	75%	66%	88%	89%	86%	*	-	-	-	*	*	*	89%	87%	83%	*
At Meets Grade Level or Above	2021	36%	28%	54%	50%	64%	*	-	*	-	*	-	-	52%	60%	47%	-
	2019	44%	33%	53%	53%	64%	*	-	-	-	*	*	*	48%	55%	46%	*
At Masters Grade Level	2021	17%	10%	26%	27%	18%	*	-	*	-	*	-	-	25%	30%	23%	-
	2019	22%	14%	27%	27%	36%	*	-	-	-	*	*	*	19%	32%	23%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	47%	86%	85%	82%	*	-	*	-	*	-	-	84%	90%	90%	-
	2019	75%	65%	84%	82%	86%	*	-	-	-	*	*	*	81%	85%	74%	*
At Meets Grade Level or Above	2021	36%	25%	52%	49%	45%	*	-	*	-	*	-	-	51%	55%	47%	-
	2019	48%	38%	54%	55%	43%	*	-	-	-	*	*	*	52%	55%	40%	*
At Masters Grade Level	2021	21%	13%	26%	23%	18%	*	-	*	-	*	-	-	24%	30%	20%	-
	2019	28%	18%	26%	25%	14%	*	-	-	-	*	*	*	19%	30%	17%	*
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CEDAR HILL COLLEGIATE PREP (057904110) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	41%	81%	79%	82%	*	-	*	-	*	-	-	80%	85%	83%	-
	2019	67%	57%	89%	89%	86%	*	-	-	-	*	*	*	93%	87%	86%	*
At Meets Grade Level or Above	2021	27%	21%	50%	49%	45%	*	-	*	-	*	-	-	43%	65%	45%	-
	2019	35%	28%	64%	71%	50%	*	-	-	-	*	*	*	63%	64%	49%	*
At Masters Grade Level	2021	8%	4%	13%	13%	9%	*	-	*	-	*	-	-	14%	10%	7%	-
	2019	11%	7%	19%	20%	21%	*	-	-	-	*	*	*	19%	19%	17%	*
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	63%	92%	89%	100%	*	-	-	-	*	*	*	90%	95%	84%	100%
	2019	86%	80%	96%	96%	100%	*	*	-	-	80%	*	*	98%	95%	97%	*
At Meets Grade Level or Above	2021	46%	35%	69%	67%	69%	*	-	-	-	*	*	*	68%	71%	63%	80%
	2019	54%	43%	79%	75%	93%	*	*	-	-	80%	*	*	80%	78%	84%	*
At Masters Grade Level	2021	30%	20%	41%	40%	38%	*	-	-	-	*	*	*	38%	48%	42%	40%
	2019	29%	23%	47%	45%	57%	*	*	-	-	20%	*	*	43%	51%	50%	*
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	50%	68%	65%	77%	*	-	-	-	*	*	*	73%	57%	60%	100%
	2019	90%	86%	99%	98%	100%	*	*	-	-	100%	*	*	100%	97%	97%	*
At Meets Grade Level or Above	2021	44%	25%	39%	35%	46%	*	-	-	-	*	*	*	44%	29%	35%	40%
	2019	58%	47%	74%	71%	86%	*	*	-	-	60%	*	*	83%	65%	75%	*
At Masters Grade Level	2021	25%	10%	15%	11%	23%	*	-	-	-	*	*	*	15%	14%	15%	20%
	2019	36%	27%	52%	53%	50%	*	*	-	-	40%	*	*	45%	59%	41%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	47%	85%	83%	92%	*	-	-	-	*	*	*	88%	81%	80%	100%
	2019	75%	67%	95%	93%	100%	*	*	-	-	100%	*	*	95%	95%	97%	*
At Meets Grade Level or Above	2021	31%	19%	50%	48%	54%	*	-	-	-	*	*	*	54%	43%	50%	80%
	2019	49%	34%	74%	71%	86%	*	*	-	-	80%	*	*	80%	68%	75%	*
At Masters Grade Level	2021	13%	5%	19%	13%	38%	*	-	-	-	*	*	*	20%	19%	15%	40%
	2019	24%	12%	40%	40%	43%	*	*	-	-	40%	*	*	40%	41%	28%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	81%	79%	86%	100%	-	100%	-	86%	60%	80%	81%	83%	75%	90%
	2019	78%	73%	91%	90%	92%	94%	*	*	-	93%	92%	89%	91%	90%	88%	86%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CEDAR HILL COLLEGIATE PREP (057904110) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	30%	48%	45%	54%	100%	-	100%	-	64%	40%	40%	47%	52%	43%	62%
	2019	50%	42%	64%	63%	70%	67%	*	*	-	54%	42%	67%	65%	62%	57%	78%
At Masters Grade Level	2021	18%	10%	21%	19%	22%	50%	-	40%	-	36%	0%	0%	20%	23%	17%	24%
	2019	24%	17%	35%	34%	40%	33%	*	*	-	32%	8%	22%	35%	36%	29%	50%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	66%	87%	85%	94%	*	-	*	-	88%	*	*	86%	89%	77%	92%
	2019	75%	72%	90%	90%	92%	100%	*	*	-	80%	100%	*	90%	89%	87%	86%
At Meets Grade Level or Above	2021	45%	39%	54%	50%	65%	*	-	*	-	63%	*	*	51%	61%	46%	67%
	2019	48%	41%	61%	59%	76%	57%	*	*	-	50%	40%	*	61%	61%	56%	79%
At Masters Grade Level	2021	18%	13%	28%	27%	26%	*	-	*	-	38%	*	*	25%	34%	24%	25%
	2019	21%	15%	36%	34%	51%	29%	*	*	-	20%	0%	*	36%	37%	32%	71%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	48%	75%	74%	76%	*	-	*	-	75%	*	*	74%	77%	70%	83%
	2019	82%	76%	91%	90%	92%	86%	*	*	-	100%	80%	*	90%	91%	86%	86%
At Meets Grade Level or Above	2021	37%	19%	41%	37%	47%	*	-	*	-	75%	*	*	42%	41%	37%	50%
	2019	52%	42%	62%	61%	65%	86%	*	*	-	60%	60%	*	64%	60%	57%	71%
At Masters Grade Level	2021	18%	7%	17%	15%	15%	*	-	*	-	38%	*	*	17%	18%	14%	17%
	2019	26%	19%	38%	37%	35%	43%	*	*	-	50%	20%	*	36%	40%	30%	43%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	53%	81%	79%	82%	*	-	*	-	*	-	-	80%	85%	83%	-
	2019	68%	63%	89%	89%	86%	*	-	-	-	*	*	*	93%	87%	86%	*
At Meets Grade Level or Above	2021	30%	23%	50%	49%	45%	*	-	*	-	*	-	-	43%	65%	45%	-
	2019	38%	34%	64%	71%	50%	*	-	-	-	*	*	*	63%	64%	49%	*
At Masters Grade Level	2021	9%	4%	13%	13%	9%	*	-	*	-	*	-	-	14%	10%	7%	-
	2019	14%	11%	19%	20%	21%	*	-	-	-	*	*	*	19%	19%	17%	*
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	85%	83%	92%	*	-	-	-	*	*	*	88%	81%	80%	100%
	2019	81%	78%	95%	93%	100%	*	*	-	-	100%	*	*	95%	95%	97%	*
At Meets Grade Level or Above	2021	44%	30%	50%	48%	54%	*	-	-	-	*	*	*	54%	43%	50%	80%
	2019	54%	45%	74%	71%	86%	*	*	-	-	80%	*	*	80%	68%	75%	*
At Masters Grade Level	2021	20%	9%	19%	13%	38%	*	-	-	-	*	*	*	20%	19%	15%	40%
	2019	25%	18%	40%	40%	43%	*	*	-	-	40%	*	*	40%	41%	28%	*

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CEDAR HILL COLLEGIATE PREP (057904110) - CEDAR HILL ISD - DALLAS COUNTY

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

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

Texas Education Agency
2018-19 Progress (TAPR)
CEDAR HILL COLLEGIATE PREP (057904110) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	58	52	48	73	*	-	-	-	*	*	*	41	59	51	*
	2018	63	61	60	62	54	*	*	-	-	*	*	-	69	50	63	*
Grade 4 Mathematics	2019	65	60	53	55	35	*	-	-	-	*	*	*	52	54	51	*
	2018	65	59	59	55	68	*	*	-	-	*	*	-	50	70	66	*
Grade 5 ELA/Reading	2019	81	85	82	80	85	*	*	-	-	90	*	*	80	85	76	*
	2018	80	82	82	79	92	*	-	*	-	*	-	*	80	85	86	*
Grade 5 Mathematics	2019	83	85	93	91	96	*	*	-	-	100	*	*	94	91	91	*
	2018	81	80	88	88	83	*	-	*	-	*	-	*	95	82	89	*
All Grades Both Subjects	2019	69	68	71	69	73	75	*	-	-	81	*	33	71	71	67	66
	2018	69	68	73	73	74	70	*	*	-	94	*	*	73	74	77	80
All Grades ELA/Reading	2019	68	69	68	64	79	*	*	-	-	69	*	*	64	71	63	63
	2018	69	68	72	72	72	80	*	*	-	*	*	*	74	70	75	80
All Grades Mathematics	2019	70	67	74	74	67	*	*	-	-	94	*	*	77	71	70	69
	2018	70	67	75	74	75	60	*	*	-	*	*	*	72	77	78	80

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CEDAR HILL COLLEGIATE PREP (057904110) - CEDAR HILL ISD - DALLAS COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	81%	*	-	-	-	*	-	82%	78%	*	-	-	81%	85%	94%
	2019	78%	73%	91%	-	-	-	-	-	-	72%	73%	71%	-	100%	-	79%	-
At Meets Grade Level or Above	2021	41%	30%	48%	*	-	-	-	*	-	55%	56%	*	-	-	47%	62%	63%
	2019	50%	42%	64%	-	-	-	-	-	-	67%	64%	71%	-	83%	-	71%	-
At Masters Grade Level	2021	18%	10%	21%	*	-	-	-	*	-	27%	22%	*	-	-	21%	23%	25%
	2019	24%	17%	35%	-	-	-	-	-	-	44%	55%	29%	-	50%	-	46%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	66%	87%	*	-	-	-	*	-	80%	*	*	-	-	86%	83%	100%
	2019	75%	72%	90%	-	-	-	-	-	-	75%	80%	*	-	*	-	80%	-
At Meets Grade Level or Above	2021	45%	39%	54%	*	-	-	-	*	-	60%	*	*	-	-	53%	67%	67%
	2019	48%	41%	61%	-	-	-	-	-	-	75%	80%	*	-	*	-	80%	-
At Masters Grade Level	2021	18%	13%	28%	*	-	-	-	*	-	20%	*	*	-	-	28%	17%	33%
	2019	21%	15%	36%	-	-	-	-	-	-	63%	80%	*	-	*	-	70%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	48%	75%	*	-	-	-	*	-	80%	*	*	-	-	74%	83%	83%
	2019	82%	76%	91%	-	-	-	-	-	-	75%	80%	*	-	*	-	80%	-
At Meets Grade Level or Above	2021	37%	19%	41%	*	-	-	-	*	-	40%	*	*	-	-	41%	50%	50%
	2019	52%	42%	62%	-	-	-	-	-	-	63%	60%	*	-	*	-	60%	-
At Masters Grade Level	2021	18%	7%	17%	*	-	-	-	*	-	20%	*	*	-	-	17%	17%	17%
	2019	26%	19%	38%	-	-	-	-	-	-	38%	40%	*	-	*	-	40%	-
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	53%	81%	-	-	-	-	-	-	-	-	-	-	-	81%	-	-
	2019	68%	63%	89%	-	-	-	-	-	-	*	*	-	-	*	-	*	-
At Meets Grade Level or Above	2021	30%	23%	50%	-	-	-	-	-	-	-	-	-	-	-	50%	-	-
	2019	38%	34%	64%	-	-	-	-	-	-	*	*	-	-	*	-	*	-
At Masters Grade Level	2021	9%	4%	13%	-	-	-	-	-	-	-	-	-	-	-	13%	-	-
	2019	14%	11%	19%	-	-	-	-	-	-	*	*	-	-	*	-	*	-
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	62%	85%	-	-	-	-	-	-	*	*	-	-	-	84%	*	*
	2019	81%	78%	95%	-	-	-	-	-	-	*	-	*	-	*	-	*	-
At Meets Grade Level or Above	2021	44%	30%	50%	-	-	-	-	-	-	*	*	-	-	-	47%	*	*
	2019	54%	45%	74%	-	-	-	-	-	-	*	-	*	-	*	-	*	-
At Masters Grade Level	2021	20%	9%	19%	-	-	-	-	-	-	*	*	-	-	-	18%	*	*
	2019	25%	18%	40%	-	-	-	-	-	-	*	-	*	-	*	-	*	-

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CEDAR HILL COLLEGIATE PREP (057904110) - CEDAR HILL ISD - DALLAS COUNTY

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

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
CEDAR HILL COLLEGIATE PREP (057904110) - CEDAR HILL ISD - DALLAS COUNTY

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	87%	91%	90%	98%	75%	*	100%	-	92%	100%	42%	90%	93%	91%	94%
Included in Accountability	83%	83%	90%	90%	95%	75%	*	100%	-	92%	100%	42%	90%	92%	90%	85%
Not Included in Accountability: Mobile	3%	4%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	3%	0%	*	0%	-	0%	0%	0%	0%	2%	1%	9%
Not Tested	12%	13%	9%	10%	2%	25%	*	0%	-	8%	0%	58%	10%	7%	9%	6%
Absent	2%	3%	2%	2%	0%	0%	*	0%	-	0%	0%	17%	1%	2%	1%	0%
Other	10%	10%	8%	8%	2%	25%	*	0%	-	8%	0%	42%	9%	5%	8%	6%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Not Included in Accountability: Mobile	4%	6%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CEDAR HILL COLLEGIATE PREP (057904110) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	99.8%	99.8%	99.7%	*	-	*	-	99.7%	*	99.8%	99.8%
2018-19	95.4%	95.7%	98.1%	98.1%	97.4%	97.8%	*	*	-	99.0%	97.3%	97.9%	97.8%
Chronic Absenteeism													
2019-20	6.7%	7.4%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
2018-19	11.4%	10.9%	1.3%	1.7%	0.0%	0.0%	*	*	-	0.0%	11.1%	1.1%	0.0%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CEDAR HILL COLLEGIATE PREP (057904110) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	5.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CEDAR HILL COLLEGIATE PREP (057904110) - CEDAR HILL ISD - DALLAS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	92.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	92.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	2.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	93.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	92.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	91.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
CEDAR HILL COLLEGIATE PREP (057904110) - CEDAR HILL ISD - DALLAS COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	610	360,220
By Ethnicity:				
African American	-	-	443	44,729
Hispanic	-	-	123	184,060
White	-	-	16	105,215
American Indian	-	-	2	1,226
Asian	-	-	9	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	16	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	24	49,535
Foundation H.S. Program (Endorsement)	-	-	16	15,689
Foundation H.S. Program (DLA)	-	-	570	292,532
Special Education Graduates	-	-	30	29,018
Economically Disadvantaged Graduates	-	-	341	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	18	29,639
At-Risk Graduates	-	-	148	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
CEDAR HILL COLLEGIATE PREP (057904110) - CEDAR HILL ISD - DALLAS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
CEDAR HILL COLLEGIATE PREP (057904110) - CEDAR HILL ISD - DALLAS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
CEDAR HILL COLLEGIATE PREP (057904110) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	482	100.0%	7,250	5,359,040	482	100.0%	7,253	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	32	6.6%	2.6%	3.7%	32	6.6%	2.6%	3.7%
Kindergarten	71	14.7%	5.2%	6.7%	71	14.7%	5.2%	6.7%
Grade 1	74	15.4%	5.9%	7.1%	74	15.4%	5.9%	7.1%
Grade 2	74	15.4%	5.9%	7.1%	74	15.4%	5.9%	7.1%
Grade 3	78	16.2%	5.8%	7.1%	78	16.2%	5.8%	7.1%
Grade 4	82	17.0%	7.0%	7.2%	82	17.0%	7.0%	7.2%
Grade 5	71	14.7%	6.8%	7.4%	71	14.7%	6.8%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.8%
Grade 8	0	0.0%	8.5%	7.9%	0	0.0%	8.5%	7.9%
Grade 9	0	0.0%	9.9%	8.1%	0	0.0%	9.9%	8.1%
Grade 10	0	0.0%	9.5%	7.8%	0	0.0%	9.5%	7.8%
Grade 11	0	0.0%	9.0%	7.2%	0	0.0%	8.9%	7.2%
Grade 12	0	0.0%	8.2%	6.8%	0	0.0%	8.2%	6.8%
Ethnic Distribution:								
African American	365	75.7%	65.9%	12.7%	365	75.7%	65.9%	12.7%
Hispanic	75	15.6%	25.7%	52.9%	75	15.6%	25.7%	52.9%
White	11	2.3%	2.8%	26.5%	11	2.3%	2.8%	26.5%
American Indian	2	0.4%	0.3%	0.3%	2	0.4%	0.3%	0.3%
Asian	4	0.8%	1.0%	4.7%	4	0.8%	1.0%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	25	5.2%	4.2%	2.7%	25	5.2%	4.2%	2.7%
Sex:								
Female	258	53.5%	48.0%	48.9%	258	53.5%	48.0%	48.9%
Male	224	46.5%	52.0%	51.1%	224	46.5%	52.0%	51.1%
Economically Disadvantaged	192	39.8%	62.1%	60.3%	192	39.8%	62.1%	60.2%
Non-Educationally Disadvantaged	290	60.2%	37.9%	39.7%	290	60.2%	37.9%	39.8%
Section 504 Students	10	2.1%	4.3%	7.2%	10	2.1%	4.3%	7.2%
EB Students/EL	14	2.9%	8.1%	20.7%	14	2.9%	8.1%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.6%	1.2%				
Students w/ Dyslexia	2	0.4%	2.2%	4.5%	2	0.4%	2.2%	4.5%
Foster Care	1	0.2%	1.0%	0.3%	1	0.2%	1.0%	0.3%

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Texas Education Agency
2020-21 Student Information (TAPR)
CEDAR HILL COLLEGIATE PREP (057904110) - CEDAR HILL ISD - DALLAS COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	1	0.2%	0.4%	2.0%	1	0.2%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	482	100.0%	63.5%	64.5%	482	100.0%	63.5%	64.5%
Military Connected	16	3.3%	2.2%	2.7%	16	3.3%	2.2%	2.7%
At-Risk	98	20.3%	39.9%	49.2%	98	20.3%	39.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	12	2.5%	8.4%	21.0%	12	2.5%	8.4%	20.9%
Gifted and Talented Education	49	10.2%	5.5%	8.3%	49	10.2%	5.5%	8.3%
Special Education	4	0.8%	8.1%	11.1%	4	0.8%	8.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	*							
By Type of Primary Disability								
Students with Intellectual Disabilities	0	0.0%	45.8%	42.5%				
Students with Physical Disabilities	*	*	12.3%	21.3%				
Students with Autism	*	*	18.9%	14.1%				
Students with Behavioral Disabilities	0	0.0%	21.0%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	2.0%	1.5%				
Mobility (2019-20):								
Total Mobile Students	15	3.8%	14.1%	13.8%				
By Ethnicity:								
African American	10	2.5%	9.3%	2.8%				
Hispanic	5	1.3%	3.2%	7.1%				
White	0	0.0%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	0	0.0%	17.8%	16.5%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	7.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	5	2.6%	13.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	62	15.0%	17.6%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
CEDAR HILL COLLEGIATE PREP (057904110) - CEDAR HILL ISD - DALLAS COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.8%	1.4%	0.0%	0.0%	4.8%
Grade 1	1.3%	1.3%	1.9%	0.0%	0.0%	3.2%
Grade 2	0.0%	0.8%	1.0%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.9%	0.5%	-	0.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	1.9%	0.4%
Grade 5	1.5%	0.2%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.5%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	2.6%	4.7%	-	1.6%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	17.8	15.5	17.7
Grade 1	18.5	17.6	18.0
Grade 2	18.6	17.9	18.0
Grade 3	19.5	18.5	18.2
Grade 4	20.8	19.1	18.3
Grade 5	17.8	19.2	19.8
Grade 6	-	21.8	19.4
Secondary:			
English/Language Arts	-	22.7	15.7
Foreign Languages	-	25.7	17.8
Mathematics	-	25.1	16.9
Science	-	25.0	17.9
Social Studies	-	23.9	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
CEDAR HILL COLLEGIATE PREP (057904110) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	40.9	100.0%	100.0%	100.0%
Professional Staff:	36.4	89.0%	69.2%	64.3%
Teachers	29.4	71.9%	52.1%	49.6%
Professional Support	6.0	14.7%	11.1%	10.6%
Campus Administration (School Leadership)	1.0	2.4%	3.0%	3.0%
Educational Aides:	4.5	11.0%	8.7%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	5.0	4,290.0
Part-time Librarians	0.0	n/a	1.0	582.0
Full-time Counselors	1.0	n/a	20.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	27.9	68.2%	75.0%	51.5%
Teachers by Ethnicity:				
African American	16.0	54.4%	59.1%	11.1%
Hispanic	4.0	13.5%	9.8%	28.4%
White	7.4	25.3%	26.3%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	1.3%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	2.0	6.8%	3.0%	1.2%
Teachers by Sex:				
Males	4.0	13.6%	27.2%	23.8%
Females	25.4	86.4%	72.8%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	3.4%	5.9%	1.2%
Bachelors	21.4	72.8%	62.3%	73.0%
Masters	7.0	23.8%	31.2%	25.0%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	9.1%	6.7%
1-5 Years Experience	16.4	55.8%	32.1%	27.8%
6-10 Years Experience	6.0	20.4%	23.5%	20.3%
11-20 Years Experience	6.0	20.4%	27.6%	29.1%
21-30 Years Experience	1.0	3.4%	6.1%	13.0%
Over 30 Years Experience	0.0	0.0%	1.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
CEDAR HILL COLLEGIATE PREP (057904110) - CEDAR HILL ISD - DALLAS COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	16.4	n/a	15.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	4.1	6.4
Average Years Experience of Principals with District	6.0	3.0	5.5
Average Years Experience of Assistant Principals	0.0	7.0	5.5
Average Years Experience of Assistant Principals with District	0.0	5.7	4.8
Average Years Experience of Teachers:	7.2	8.8	11.2
Average Years Experience of Teachers with District:	4.6	4.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$54,281	\$50,849
1-5 Years Experience	\$54,450	\$56,101	\$53,288
6-10 Years Experience	\$56,443	\$57,833	\$56,282
11-20 Years Experience	\$59,134	\$61,142	\$59,900
21-30 Years Experience	\$60,778	\$64,941	\$64,637
Over 30 Years Experience	-	\$70,762	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$56,027	\$58,497	\$57,641
Professional Support	\$65,070	\$71,401	\$68,030
Campus Administration (School Leadership)	\$124,500	\$82,785	\$83,424
Instructional Staff Percent:	n/a	65.1%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.9%	6.2%
Career and Technical Education	0.0	0.0%	6.8%	5.1%
Compensatory Education	2.0	6.8%	1.9%	2.8%
Gifted and Talented Education	19.4	65.9%	4.2%	1.8%
Regular Education	8.0	27.3%	69.1%	71.0%
Special Education	0.0	0.0%	7.1%	9.4%
Other	0.0	0.0%	9.9%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
CEDAR HILL COLLEGIATE PREP (057904110) - CEDAR HILL ISD - DALLAS COUNTY

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

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: CEDAR HILL ISD

District Number: 057904

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Needs Intervention

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

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

	School Year	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	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	68%	63%	61%	64%	86%	-	*	-	82%	43%	40%	68%	52%	56%	60%
	2019	76%	78%	64%	63%	68%	50%	-	71%	-	62%	30%	67%	64%	63%	61%	65%
At Meets Grade Level or Above	2021	39%	40%	28%	24%	34%	71%	-	*	-	12%	30%	0%	31%	19%	20%	28%
	2019	45%	48%	32%	30%	34%	30%	-	57%	-	33%	19%	33%	35%	26%	28%	34%
At Masters Grade Level	2021	19%	21%	9%	9%	11%	14%	-	*	-	6%	4%	0%	11%	6%	6%	8%
	2019	27%	30%	19%	14%	24%	30%	-	57%	-	24%	5%	11%	21%	14%	16%	26%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	64%	49%	44%	57%	86%	-	*	-	47%	43%	40%	53%	41%	42%	63%
	2019	79%	81%	64%	64%	66%	50%	-	86%	-	62%	28%	56%	66%	61%	61%	63%
At Meets Grade Level or Above	2021	31%	33%	20%	15%	28%	43%	-	*	-	24%	43%	0%	22%	14%	18%	33%
	2019	49%	52%	38%	32%	44%	50%	-	71%	-	48%	21%	44%	40%	34%	35%	43%
At Masters Grade Level	2021	14%	17%	6%	6%	6%	0%	-	*	-	6%	9%	0%	8%	2%	6%	12%
	2019	25%	28%	17%	13%	23%	20%	-	43%	-	24%	2%	33%	18%	14%	15%	25%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	64%	55%	52%	56%	67%	-	75%	-	67%	32%	40%	57%	52%	48%	60%
	2019	75%	75%	66%	60%	76%	84%	*	80%	-	47%	40%	45%	66%	65%	63%	65%
At Meets Grade Level or Above	2021	36%	39%	28%	28%	27%	33%	-	63%	-	25%	29%	30%	29%	27%	23%	27%
	2019	44%	46%	33%	28%	42%	48%	*	20%	-	18%	21%	9%	34%	31%	28%	35%
At Masters Grade Level	2021	17%	19%	10%	13%	4%	22%	-	25%	-	8%	4%	0%	10%	11%	9%	4%
	2019	22%	24%	14%	11%	19%	24%	*	20%	-	12%	5%	0%	14%	14%	12%	17%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	62%	47%	42%	55%	56%	*	88%	-	54%	33%	20%	54%	37%	44%	67%
	2019	75%	77%	65%	59%	75%	88%	*	80%	-	53%	37%	55%	67%	63%	61%	76%
At Meets Grade Level or Above	2021	36%	39%	25%	24%	26%	33%	*	50%	-	21%	27%	10%	30%	17%	20%	33%
	2019	48%	51%	38%	31%	49%	54%	*	80%	-	35%	32%	18%	40%	36%	34%	51%
At Masters Grade Level	2021	21%	24%	13%	10%	14%	22%	*	50%	-	17%	13%	0%	15%	9%	9%	18%
	2019	28%	32%	18%	13%	25%	46%	*	40%	-	29%	15%	9%	19%	18%	16%	27%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

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

	School Year	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	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	55%	41%	39%	43%	50%	*	50%	-	50%	29%	40%	44%	38%	37%	40%
	2019	67%	68%	57%	53%	65%	76%	*	40%	-	47%	35%	36%	58%	56%	51%	53%
At Meets Grade Level or Above	2021	27%	29%	21%	20%	20%	30%	*	38%	-	21%	29%	0%	21%	20%	17%	19%
	2019	35%	38%	28%	26%	28%	48%	*	40%	-	24%	14%	27%	26%	29%	22%	26%
At Masters Grade Level	2021	8%	9%	4%	4%	4%	0%	*	13%	-	4%	7%	0%	4%	4%	2%	2%
	2019	11%	13%	7%	5%	8%	16%	*	20%	-	6%	5%	9%	6%	7%	5%	10%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	75%	63%	61%	67%	54%	*	*	-	80%	31%	73%	66%	60%	59%	68%
	2019	86%	87%	80%	79%	78%	83%	*	*	*	92%	38%	67%	81%	78%	76%	76%
At Meets Grade Level or Above	2021	46%	49%	35%	33%	39%	23%	*	*	-	45%	16%	55%	38%	31%	31%	43%
	2019	54%	57%	43%	41%	43%	67%	*	*	*	65%	10%	20%	45%	42%	40%	35%
At Masters Grade Level	2021	30%	32%	20%	19%	23%	15%	*	*	-	20%	2%	18%	22%	18%	18%	25%
	2019	29%	33%	23%	22%	20%	50%	*	*	*	27%	3%	7%	24%	22%	21%	18%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	72%	50%	44%	61%	31%	*	*	-	55%	27%	45%	52%	46%	45%	66%
	2019	90%	91%	86%	84%	89%	83%	*	*	*	96%	48%	93%	88%	83%	82%	88%
At Meets Grade Level or Above	2021	44%	47%	25%	18%	34%	31%	*	*	-	35%	16%	18%	29%	18%	23%	40%
	2019	58%	61%	47%	42%	54%	67%	*	*	*	62%	15%	47%	51%	43%	41%	50%
At Masters Grade Level	2021	25%	28%	10%	7%	17%	15%	*	*	-	15%	2%	9%	13%	7%	10%	24%
	2019	36%	40%	27%	23%	31%	42%	*	*	*	38%	3%	20%	28%	25%	21%	31%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	63%	47%	44%	51%	38%	*	*	-	60%	29%	64%	49%	44%	41%	48%
	2019	75%	75%	67%	64%	69%	85%	*	*	*	81%	25%	47%	71%	63%	61%	65%
At Meets Grade Level or Above	2021	31%	33%	19%	16%	25%	23%	*	*	-	20%	15%	36%	22%	15%	15%	33%
	2019	49%	50%	34%	31%	38%	62%	*	*	*	46%	13%	33%	38%	31%	29%	36%
At Masters Grade Level	2021	13%	14%	5%	3%	8%	8%	*	*	-	5%	0%	0%	6%	4%	3%	9%
	2019	24%	25%	12%	11%	12%	23%	*	*	*	15%	0%	7%	14%	10%	8%	9%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	64%	59%	53%	64%	80%	*	*	-	94%	28%	27%	63%	53%	57%	60%
	2019	68%	70%	66%	64%	71%	71%	*	*	*	67%	35%	36%	67%	65%	62%	55%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

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	School Year	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	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	32%	35%	26%	23%	26%	40%	*	*	-	59%	22%	9%	27%	23%	21%	25%
	2019	37%	41%	33%	33%	36%	43%	*	*	*	19%	21%	9%	35%	31%	27%	23%
At Masters Grade Level	2021	15%	17%	12%	10%	15%	20%	*	*	-	24%	14%	9%	13%	10%	9%	15%
	2019	18%	20%	17%	16%	22%	14%	*	*	*	0%	5%	9%	17%	18%	15%	13%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	70%	51%	44%	60%	70%	*	*	-	76%	26%	45%	52%	50%	50%	62%
	2019	81%	83%	78%	75%	88%	79%	*	*	*	71%	35%	45%	82%	73%	76%	82%
At Meets Grade Level or Above	2021	36%	40%	17%	13%	22%	20%	*	*	-	29%	23%	9%	19%	13%	15%	24%
	2019	47%	51%	41%	38%	48%	57%	*	*	*	38%	21%	27%	43%	38%	37%	43%
At Masters Grade Level	2021	15%	18%	5%	4%	6%	0%	*	*	-	6%	14%	0%	6%	2%	4%	9%
	2019	21%	25%	17%	14%	22%	21%	*	*	*	10%	12%	9%	20%	12%	14%	20%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	70%	67%	65%	70%	91%	*	*	*	77%	22%	56%	71%	62%	64%	74%
	2019	76%	77%	73%	74%	73%	67%	-	89%	*	72%	32%	46%	74%	73%	71%	72%
At Meets Grade Level or Above	2021	45%	47%	40%	38%	45%	55%	*	*	*	23%	12%	22%	42%	38%	34%	41%
	2019	49%	52%	43%	41%	43%	52%	-	56%	*	56%	24%	8%	43%	42%	39%	42%
At Masters Grade Level	2021	25%	27%	22%	21%	25%	36%	*	*	*	15%	5%	11%	22%	22%	17%	20%
	2019	29%	32%	23%	22%	24%	24%	-	56%	*	17%	0%	0%	23%	23%	20%	21%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	59%	37%	33%	41%	67%	*	*	*	40%	15%	50%	39%	34%	34%	33%
	2019	75%	77%	56%	54%	61%	50%	-	*	-	73%	29%	36%	56%	55%	55%	59%
At Meets Grade Level or Above	2021	27%	32%	11%	10%	14%	11%	*	*	*	10%	5%	25%	11%	11%	11%	10%
	2019	43%	46%	16%	15%	16%	36%	-	*	-	36%	18%	9%	16%	17%	16%	15%
At Masters Grade Level	2021	12%	16%	2%	3%	2%	0%	*	*	*	10%	3%	0%	3%	2%	2%	2%
	2019	17%	20%	2%	2%	3%	7%	-	*	-	0%	6%	0%	3%	1%	2%	0%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	64%	62%	61%	64%	80%	*	*	*	57%	23%	40%	61%	63%	57%	55%
	2019	70%	72%	68%	68%	66%	73%	-	89%	*	78%	26%	54%	67%	71%	64%	63%
At Meets Grade Level or Above	2021	33%	36%	26%	26%	24%	30%	*	*	*	14%	5%	10%	26%	26%	21%	14%
	2019	42%	45%	39%	38%	40%	32%	-	67%	*	50%	15%	8%	40%	37%	34%	39%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

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	School Year	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	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	10%	12%	4%	5%	1%	0%	*	*	*	7%	3%	0%	5%	3%	3%	2%
	2019	18%	21%	16%	15%	15%	9%	-	33%	*	28%	5%	0%	17%	13%	14%	14%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	75%	74%	71%	80%	80%	*	*	-	82%	39%	40%	77%	68%	72%	78%
	2019	86%	87%	85%	82%	92%	100%	*	*	*	93%	53%	83%	82%	89%	82%	87%
At Meets Grade Level or Above	2021	46%	48%	41%	39%	47%	50%	*	*	-	41%	17%	10%	46%	33%	39%	41%
	2019	55%	58%	47%	45%	52%	55%	*	*	*	67%	34%	17%	47%	48%	45%	49%
At Masters Grade Level	2021	21%	23%	18%	16%	24%	10%	*	*	-	14%	14%	0%	21%	11%	14%	22%
	2019	28%	31%	18%	16%	24%	9%	*	*	*	20%	2%	17%	18%	18%	17%	21%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	62%	35%	31%	48%	29%	*	-	-	27%	22%	22%	38%	31%	33%	50%
	2019	88%	90%	88%	86%	92%	100%	*	89%	*	88%	62%	83%	88%	89%	86%	96%
At Meets Grade Level or Above	2021	36%	36%	9%	8%	11%	0%	*	-	-	20%	14%	0%	10%	8%	8%	15%
	2019	57%	60%	50%	44%	60%	81%	*	78%	*	63%	32%	50%	51%	48%	47%	60%
At Masters Grade Level	2021	11%	11%	2%	2%	3%	0%	*	-	-	0%	14%	0%	2%	2%	2%	4%
	2019	17%	19%	13%	10%	17%	25%	*	56%	*	13%	10%	17%	13%	12%	12%	17%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	70%	55%	50%	64%	60%	*	*	-	68%	26%	20%	59%	48%	53%	67%
	2019	81%	83%	79%	74%	87%	100%	*	100%	*	94%	47%	67%	80%	77%	76%	86%
At Meets Grade Level or Above	2021	43%	45%	23%	21%	27%	20%	*	*	-	23%	14%	0%	27%	17%	20%	27%
	2019	51%	55%	47%	40%	58%	87%	*	83%	*	67%	35%	17%	51%	41%	42%	57%
At Masters Grade Level	2021	24%	26%	8%	8%	10%	10%	*	*	-	0%	14%	0%	9%	7%	7%	8%
	2019	25%	29%	21%	15%	31%	47%	*	67%	*	44%	8%	17%	23%	17%	19%	23%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	60%	43%	39%	52%	60%	*	*	-	33%	21%	20%	46%	38%	39%	52%
	2019	69%	72%	64%	59%	67%	100%	*	83%	*	83%	35%	50%	65%	61%	58%	61%
At Meets Grade Level or Above	2021	28%	31%	12%	11%	12%	20%	*	*	-	0%	15%	0%	13%	10%	11%	14%
	2019	37%	41%	31%	27%	38%	67%	*	33%	*	50%	31%	17%	34%	26%	28%	30%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

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	School Year	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	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	14%	15%	3%	3%	1%	0%	*	*	-	0%	15%	0%	2%	3%	3%	2%
	2019	21%	25%	13%	10%	16%	40%	*	17%	*	22%	8%	17%	15%	10%	12%	21%
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	67%	65%	64%	65%	68%	-	83%	-	77%	30%	20%	66%	65%	60%	64%
	2019	68%	69%	68%	63%	80%	68%	*	90%	*	83%	30%	47%	70%	65%	65%	73%
At Meets Grade Level or Above	2021	50%	51%	42%	40%	43%	45%	-	50%	-	64%	20%	10%	41%	42%	36%	34%
	2019	50%	52%	46%	40%	60%	60%	*	70%	*	48%	20%	26%	48%	42%	39%	52%
At Masters Grade Level	2021	12%	14%	5%	5%	6%	0%	-	17%	-	14%	2%	0%	4%	8%	4%	0%
	2019	11%	14%	7%	6%	10%	16%	*	20%	*	17%	5%	5%	8%	6%	6%	5%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	71%	73%	70%	80%	88%	*	100%	-	88%	35%	71%	75%	70%	70%	68%
	2019	68%	70%	72%	69%	79%	83%	*	100%	-	78%	28%	43%	71%	73%	68%	80%
At Meets Grade Level or Above	2021	57%	58%	57%	53%	63%	76%	*	100%	-	71%	26%	57%	58%	53%	53%	47%
	2019	49%	52%	47%	42%	56%	74%	*	83%	-	61%	18%	14%	46%	47%	40%	58%
At Masters Grade Level	2021	11%	13%	9%	7%	14%	12%	*	14%	-	8%	7%	0%	10%	5%	7%	9%
	2019	8%	10%	7%	5%	11%	26%	*	33%	-	4%	11%	0%	7%	8%	6%	4%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	74%	54%	51%	59%	55%	*	80%	-	74%	32%	29%	53%	56%	50%	52%
	2019	85%	87%	84%	83%	87%	71%	-	100%	*	85%	58%	80%	87%	80%	82%	82%
At Meets Grade Level or Above	2021	41%	44%	20%	18%	22%	20%	*	60%	-	26%	17%	14%	20%	19%	18%	15%
	2019	61%	64%	52%	47%	64%	48%	-	88%	*	58%	29%	27%	57%	44%	49%	70%
At Masters Grade Level	2021	23%	27%	9%	6%	13%	15%	*	60%	-	5%	2%	0%	10%	7%	6%	11%
	2019	37%	42%	29%	24%	39%	43%	-	63%	*	42%	6%	7%	32%	25%	26%	44%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	82%	76%	76%	75%	81%	-	86%	-	90%	50%	79%	78%	74%	72%	74%
	2019	88%	89%	85%	82%	91%	80%	*	100%	-	100%	48%	85%	87%	82%	83%	85%
At Meets Grade Level or Above	2021	55%	56%	42%	39%	44%	48%	-	57%	-	70%	27%	21%	45%	35%	33%	40%
	2019	62%	64%	52%	48%	58%	68%	*	70%	-	64%	22%	31%	56%	47%	46%	52%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

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

	School Year	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	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	22%	24%	12%	11%	17%	10%	-	14%	-	20%	0%	0%	13%	11%	7%	8%
	2019	25%	28%	20%	16%	23%	44%	*	60%	-	40%	7%	0%	24%	15%	17%	18%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	88%	82%	78%	90%	92%	-	86%	-	95%	44%	75%	84%	77%	75%	77%
	2019	93%	93%	92%	91%	99%	100%	*	*	*	88%	58%	80%	92%	93%	91%	100%
At Meets Grade Level or Above	2021	69%	69%	59%	53%	68%	85%	-	86%	-	77%	28%	38%	62%	52%	51%	58%
	2019	73%	74%	71%	69%	84%	63%	*	*	*	82%	29%	70%	72%	71%	67%	69%
At Masters Grade Level	2021	43%	44%	28%	22%	33%	69%	-	71%	-	50%	8%	38%	30%	23%	21%	23%
	2019	45%	48%	38%	35%	47%	50%	*	*	*	53%	15%	20%	39%	35%	33%	46%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	96%	89%	87%	92%	83%	-	100%	-	*	*	*	94%	33%	90%	100%
At Meets Grade Level or Above	2021	69%	73%	52%	46%	58%	50%	-	88%	-	*	*	*	55%	11%	43%	67%
At Masters Grade Level	2021	14%	20%	0%	0%	0%	0%	-	0%	-	*	*	*	0%	0%	0%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	69%	59%	55%	63%	67%	76%	85%	*	68%	31%	44%	61%	54%	54%	61%
	2019	78%	79%	73%	71%	78%	78%	81%	88%	100%	78%	40%	58%	75%	72%	70%	73%
At Meets Grade Level or Above	2021	41%	44%	30%	28%	33%	39%	28%	65%	*	35%	20%	17%	33%	25%	25%	30%
	2019	50%	53%	42%	39%	48%	56%	41%	67%	79%	50%	23%	25%	44%	39%	37%	43%
At Masters Grade Level	2021	18%	21%	10%	9%	12%	13%	4%	31%	*	12%	7%	4%	11%	8%	8%	11%
	2019	24%	26%	17%	15%	21%	28%	11%	44%	36%	23%	7%	8%	18%	15%	15%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	69%	66%	63%	69%	76%	89%	86%	*	81%	32%	45%	69%	61%	62%	67%
	2019	75%	76%	72%	69%	77%	74%	75%	89%	100%	75%	34%	52%	72%	71%	68%	71%
At Meets Grade Level or Above	2021	45%	46%	39%	37%	41%	49%	33%	69%	*	44%	21%	25%	41%	35%	34%	36%
	2019	48%	51%	41%	38%	47%	54%	42%	64%	80%	46%	21%	17%	42%	40%	36%	40%
At Masters Grade Level	2021	18%	20%	13%	12%	16%	14%	11%	25%	*	13%	6%	5%	14%	12%	10%	14%
	2019	21%	23%	15%	13%	18%	24%	8%	39%	40%	15%	5%	5%	15%	15%	13%	15%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	68%	48%	43%	57%	57%	75%	88%	*	55%	27%	36%	52%	43%	44%	57%
	2019	82%	84%	76%	74%	81%	75%	86%	89%	*	77%	45%	65%	78%	73%	73%	79%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

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

	School Year	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	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	37%	41%	19%	16%	24%	25%	38%	59%	*	24%	19%	12%	22%	15%	17%	25%
	2019	52%	55%	42%	37%	50%	55%	43%	74%	*	50%	25%	31%	45%	38%	38%	50%
At Masters Grade Level	2021	18%	20%	7%	5%	8%	9%	0%	34%	*	9%	8%	1%	8%	5%	5%	11%
	2019	26%	30%	19%	15%	25%	31%	14%	49%	*	25%	8%	13%	20%	17%	16%	26%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	60%	53%	51%	54%	65%	*	60%	*	53%	25%	40%	53%	52%	48%	49%
	2019	68%	70%	63%	62%	65%	74%	*	71%	*	63%	31%	46%	63%	64%	58%	57%
At Meets Grade Level or Above	2021	30%	33%	23%	24%	22%	30%	*	50%	*	18%	15%	5%	24%	23%	19%	16%
	2019	38%	42%	34%	33%	34%	40%	*	57%	*	37%	15%	17%	34%	34%	28%	31%
At Masters Grade Level	2021	9%	11%	4%	4%	3%	0%	*	10%	*	5%	4%	0%	4%	3%	2%	2%
	2019	14%	17%	11%	11%	12%	13%	*	29%	*	17%	5%	4%	12%	10%	10%	12%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	72%	62%	59%	64%	64%	*	92%	-	73%	36%	57%	64%	57%	57%	62%
	2019	81%	83%	78%	74%	82%	87%	*	100%	*	91%	43%	65%	80%	74%	74%	77%
At Meets Grade Level or Above	2021	44%	45%	30%	27%	33%	34%	*	69%	-	37%	19%	20%	33%	24%	23%	33%
	2019	54%	56%	45%	40%	51%	72%	*	78%	*	58%	23%	29%	49%	40%	40%	47%
At Masters Grade Level	2021	20%	22%	9%	8%	12%	9%	*	31%	-	8%	4%	0%	10%	8%	6%	8%
	2019	25%	27%	18%	14%	22%	40%	*	61%	*	32%	6%	6%	21%	14%	15%	16%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	74%	63%	59%	71%	78%	*	90%	-	65%	33%	44%	66%	56%	56%	62%
	2019	81%	82%	77%	76%	78%	100%	*	90%	*	86%	47%	69%	79%	75%	72%	68%
At Meets Grade Level or Above	2021	49%	50%	35%	33%	39%	57%	*	80%	-	40%	22%	17%	39%	29%	30%	31%
	2019	55%	58%	50%	48%	54%	65%	*	50%	*	66%	30%	50%	53%	45%	45%	38%
At Masters Grade Level	2021	29%	30%	15%	13%	17%	39%	*	60%	-	26%	12%	17%	17%	12%	11%	10%
	2019	33%	36%	25%	23%	27%	43%	*	40%	*	37%	12%	19%	27%	20%	21%	26%

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

- Indicates there are no students in the group.

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

Texas Education Agency
2018-19 Progress (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

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

	School Year	State	Region10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	62	58	55	69	50	*	70	-	44	49	50	57	59	58	66
	2018	63	64	61	59	62	58	*	*	*	97	58	44	63	58	63	61
Grade 4 Mathematics	2019	65	67	60	59	61	63	*	80	-	65	59	55	63	56	57	70
	2018	65	67	59	61	51	62	*	*	*	76	46	50	54	64	56	42
Grade 5 ELA/Reading	2019	81	83	85	84	86	83	*	*	*	98	88	88	84	88	84	80
	2018	80	82	82	81	83	82	*	*	*	83	89	80	83	80	83	83
Grade 5 Mathematics	2019	83	85	85	83	89	88	*	*	*	87	79	92	87	83	84	95
	2018	81	82	80	76	86	91	*	*	*	85	76	80	82	77	78	94
Grade 6 ELA/Reading	2019	42	46	45	45	46	43	*	*	*	33	35	20	44	45	42	42
	2018	47	50	39	36	46	38	-	69	*	42	38	23	38	41	37	44
Grade 6 Mathematics	2019	54	58	58	60	53	57	*	*	*	65	44	50	58	58	56	35
	2018	56	60	57	56	57	65	-	67	*	55	64	27	52	63	55	53
Grade 7 ELA/Reading	2019	77	78	78	79	77	83	-	78	*	67	72	81	78	78	76	77
	2018	76	77	77	73	86	84	*	100	*	76	71	58	79	75	78	84
Grade 7 Mathematics	2019	62	64	48	48	49	43	-	*	-	45	40	41	52	43	47	39
	2018	67	69	65	60	78	67	*	*	-	50	50	61	66	63	64	84
Grade 8 ELA/Reading	2019	77	78	77	77	79	70	*	*	*	53	73	75	74	80	75	76
	2018	79	80	80	79	81	72	-	100	-	87	73	58	79	81	78	81
Grade 8 Mathematics	2019	82	81	76	76	76	80	*	94	*	66	81	83	76	76	76	80
	2018	81	80	80	81	76	75	-	64	*	80	67	83	80	79	80	76
End of Course English II	2019	69	71	72	71	74	83	*	58	-	72	63	50	73	70	72	74
	2018	67	67	73	71	77	65	*	77	*	68	49	67	75	70	72	76
End of Course Algebra I	2019	75	78	71	68	80	62	-	81	*	80	53	60	75	64	69	77
	2018	72	75	67	66	66	83	*	83	*	72	34	46	69	63	63	69
All Grades Both Subjects	2019	69	71	68	68	71	67	63	75	75	67	61	63	69	67	67	70
	2018	69	71	68	66	71	69	65	75	85	72	58	55	68	67	67	70
All Grades ELA/Reading	2019	68	70	69	69	72	69	72	67	*	63	62	63	69	70	68	70
	2018	69	70	68	66	73	63	57	81	100	75	62	54	69	67	68	72
All Grades Mathematics	2019	70	72	67	66	70	65	50	84	*	71	60	63	70	64	66	70
	2018	70	72	67	67	68	73	75	68	70	69	55	56	67	68	66	68

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

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

	School Year	State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	69%	59%	49%	-	-	75%	48%	-	55%	65%	58%	50%	70%	58%	54%	88%
	2019	78%	79%	73%	70%	-	-	*	70%	-	65%	46%	66%	-	69%	-	67%	-
At Meets Grade Level or Above	2021	41%	44%	30%	25%	-	-	50%	24%	-	21%	25%	23%	17%	38%	30%	23%	55%
	2019	50%	53%	42%	36%	-	-	*	36%	-	33%	24%	34%	-	40%	-	35%	-
At Masters Grade Level	2021	18%	21%	10%	10%	-	-	13%	10%	-	6%	6%	5%	6%	19%	10%	8%	22%
	2019	24%	26%	17%	18%	-	-	*	17%	-	13%	22%	12%	-	16%	-	15%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	69%	66%	54%	-	-	*	53%	-	62%	61%	66%	57%	73%	66%	61%	91%
	2019	75%	76%	72%	69%	-	-	*	68%	-	61%	43%	63%	-	71%	-	64%	-
At Meets Grade Level or Above	2021	45%	46%	39%	24%	-	-	*	24%	-	28%	28%	32%	21%	46%	39%	28%	68%
	2019	48%	51%	41%	31%	-	-	*	30%	-	29%	29%	29%	-	42%	-	30%	-
At Masters Grade Level	2021	18%	20%	13%	9%	-	-	*	8%	-	8%	0%	10%	8%	23%	13%	10%	26%
	2019	21%	23%	15%	15%	-	-	*	15%	-	9%	29%	7%	-	17%	-	12%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	68%	48%	58%	-	-	*	57%	-	47%	78%	46%	42%	63%	47%	51%	87%
	2019	82%	84%	76%	77%	-	-	*	77%	-	73%	53%	75%	-	70%	-	74%	-
At Meets Grade Level or Above	2021	37%	41%	19%	29%	-	-	*	27%	-	15%	28%	14%	12%	38%	18%	21%	40%
	2019	52%	55%	42%	46%	-	-	*	46%	-	40%	26%	41%	-	39%	-	42%	-
At Masters Grade Level	2021	18%	20%	7%	16%	-	-	*	16%	-	4%	11%	3%	2%	21%	6%	9%	16%
	2019	26%	30%	19%	24%	-	-	*	24%	-	18%	21%	18%	-	26%	-	21%	-
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	60%	53%	29%	-	-	-	29%	-	47%	43%	57%	36%	80%	53%	44%	88%
	2019	68%	70%	63%	55%	-	-	-	55%	-	45%	*	48%	-	58%	-	51%	-
At Meets Grade Level or Above	2021	30%	33%	23%	18%	-	-	-	18%	-	8%	14%	10%	4%	20%	25%	11%	47%
	2019	38%	42%	34%	23%	-	-	-	23%	-	20%	*	22%	-	25%	-	22%	-
At Masters Grade Level	2021	9%	11%	4%	0%	-	-	-	0%	-	2%	0%	0%	4%	10%	4%	2%	6%
	2019	14%	17%	11%	11%	-	-	-	11%	-	4%	*	4%	-	8%	-	7%	-
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	72%	62%	26%	-	-	*	28%	-	61%	60%	62%	58%	63%	61%	52%	89%
	2019	81%	83%	78%	68%	-	-	*	68%	-	69%	*	69%	-	86%	-	70%	-
At Meets Grade Level or Above	2021	44%	45%	30%	16%	-	-	*	17%	-	25%	20%	25%	26%	38%	29%	23%	59%
	2019	54%	56%	45%	39%	-	-	*	38%	-	34%	*	35%	-	71%	-	37%	-
At Masters Grade Level	2021	20%	22%	9%	3%	-	-	*	3%	-	6%	20%	2%	16%	13%	9%	6%	19%
	2019	25%	27%	18%	12%	-	-	*	13%	-	10%	*	11%	-	0%	-	10%	-
All Grades Social Studies																		

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

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

	School Year	State	Region 10	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	74%	63%	-	-	-	-	-	-	54%	-	53%	55%	*	62%	54%	82%
	2019	81%	82%	77%	-	-	-	-	-	-	64%	-	64%		*		62%	
At Meets Grade Level or Above	2021	49%	50%	35%	-	-	-	-	-	-	23%	-	22%	25%	*	35%	23%	53%
	2019	55%	58%	50%	-	-	-	-	-	-	34%	-	34%		*		33%	
At Masters Grade Level	2021	29%	30%	15%	-	-	-	-	-	-	4%	-	0%	10%	*	15%	4%	31%
	2019	33%	36%	25%	-	-	-	-	-	-	23%	-	23%		*		22%	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

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

	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	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	92%	87%	86%	91%	85%	68%	95%	*	88%	78%	87%	89%	85%	86%	94%
Included in Accountability	83%	87%	83%	82%	84%	83%	61%	91%	*	85%	72%	86%	87%	77%	84%	87%
Not Included in Accountability: Mobile	3%	3%	4%	4%	5%	2%	7%	2%	*	3%	5%	1%	2%	8%	1%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	3%	*	0%	1%	0%	1%	0%	1%	4%
Not Tested	12%	8%	13%	14%	9%	15%	32%	5%	*	12%	22%	13%	11%	15%	14%	6%
Absent	2%	1%	3%	3%	2%	3%	10%	1%	*	1%	4%	4%	2%	4%	3%	1%
Other	10%	7%	10%	11%	7%	12%	22%	4%	*	11%	18%	8%	9%	11%	10%	5%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	98%	97%	100%	100%	100%	99%	100%	100%	99%	100%	100%
Included in Accountability	94%	94%	94%	94%	95%	84%	93%	98%	93%	94%	91%	90%	97%	90%	95%	96%
Not Included in Accountability: Mobile	4%	4%	6%	6%	4%	14%	0%	1%	7%	6%	8%	10%	2%	10%	4%	1%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	1%	3%	1%	0%	0%	0%	0%	0%	0%	0%	2%
Not Tested	1%	1%	0%	0%	0%	2%	3%	0%	0%	0%	1%	0%	0%	1%	0%	0%
Absent	1%	0%	0%	0%	0%	1%	3%	0%	0%	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.3%	98.5%	98.6%	98.2%	98.3%	99.3%	99.2%	99.5%	98.4%	98.3%	98.5%	98.9%
2018-19	95.4%	95.7%	95.7%	95.7%	95.5%	95.1%	94.9%	97.4%	98.7%	95.3%	94.0%	95.4%	96.4%
Chronic Absenteeism													
2019-20	6.7%	6.4%	7.4%	7.4%	7.9%	6.8%	0.0%	3.8%	0.0%	7.1%	11.5%	7.6%	4.7%
2018-19	11.4%	10.3%	10.9%	10.9%	10.3%	15.3%	20.0%	7.1%	0.0%	12.4%	19.5%	11.7%	6.7%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.5%	0.1%	0.1%	0.3%	0.0%	*	0.0%	*	0.0%	0.0%	0.1%	0.0%
2018-19	0.4%	0.4%	0.1%	0.0%	0.3%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	2.2%	1.4%	1.4%	1.4%	1.2%	0.0%	0.0%	*	1.1%	3.5%	1.6%	0.9%
2018-19	1.9%	2.4%	1.3%	1.2%	1.3%	4.7%	14.3%	0.0%	*	1.2%	2.0%	1.2%	3.6%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	87.7%	94.3%	95.4%	93.0%	78.9%	*	100.0%	*	94.1%	68.3%	93.5%	94.7%
Received TxCHSE	0.4%	0.3%	0.3%	0.2%	0.8%	0.0%	*	0.0%	*	0.0%	0.0%	0.6%	0.0%
Continued HS	3.9%	5.4%	1.9%	2.2%	1.6%	0.0%	*	0.0%	*	0.0%	19.5%	2.8%	0.0%
Dropped Out	5.4%	6.6%	3.5%	2.2%	4.7%	21.1%	*	0.0%	*	5.9%	12.2%	3.1%	5.3%
Graduates and TxCHSE	90.7%	88.0%	94.6%	95.6%	93.8%	78.9%	*	100.0%	*	94.1%	68.3%	94.1%	94.7%
Graduates, TxCHSE, and Continuers	94.6%	93.4%	96.5%	97.8%	95.3%	78.9%	*	100.0%	*	94.1%	87.8%	96.9%	94.7%
Class of 2019													
Graduated	90.0%	88.4%	96.7%	97.6%	93.8%	96.9%	*	100.0%	-	100.0%	98.0%	96.5%	100.0%
Received TxCHSE	0.5%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.7%	4.6%	0.9%	0.9%	1.2%	0.0%	*	0.0%	-	0.0%	0.0%	1.0%	0.0%
Dropped Out	5.9%	6.6%	2.5%	1.5%	4.9%	3.1%	*	0.0%	-	0.0%	2.0%	2.5%	0.0%
Graduates and TxCHSE	90.4%	88.7%	96.7%	97.6%	93.8%	96.9%	*	100.0%	-	100.0%	98.0%	96.5%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	93.4%	97.5%	98.5%	95.1%	96.9%	*	100.0%	-	100.0%	98.0%	97.5%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	90.6%	97.5%	98.5%	95.1%	97.0%	*	100.0%	-	100.0%	98.0%	97.5%	100.0%
Received TxCHSE	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.3%	1.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	7.2%	2.5%	1.5%	4.9%	3.0%	*	0.0%	-	0.0%	2.0%	2.5%	0.0%
Graduates and TxCHSE	92.6%	91.0%	97.5%	98.5%	95.1%	97.0%	*	100.0%	-	100.0%	98.0%	97.5%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	92.8%	97.5%	98.5%	95.1%	97.0%	*	100.0%	-	100.0%	98.0%	97.5%	100.0%

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2018													
Graduated	92.2%	91.3%	95.7%	96.0%	95.3%	96.0%	*	100.0%	*	93.8%	89.8%	95.8%	*
Received TxCHSE	0.6%	0.4%	0.2%	0.2%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	*
Continued HS	1.1%	1.4%	0.2%	0.0%	0.8%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	6.9%	4.0%	3.8%	3.9%	4.0%	*	0.0%	*	6.3%	10.2%	4.2%	*
Graduates and TxCHSE	92.8%	91.7%	95.8%	96.2%	95.3%	96.0%	*	100.0%	*	93.8%	89.8%	95.8%	*
Graduates, TxCHSE, and Continuers	93.9%	93.1%	96.0%	96.2%	96.1%	96.0%	*	100.0%	*	93.8%	89.8%	95.8%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	91.9%	95.8%	96.0%	96.1%	96.0%	*	100.0%	*	93.8%	89.8%	95.8%	*
Received TxCHSE	0.7%	0.5%	0.2%	0.2%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	*
Continued HS	0.6%	0.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	6.9%	4.0%	3.8%	3.9%	4.0%	*	0.0%	*	6.3%	10.2%	4.2%	*
Graduates and TxCHSE	93.3%	92.4%	96.0%	96.2%	96.1%	96.0%	*	100.0%	*	93.8%	89.8%	95.8%	*
Graduates, TxCHSE, and Continuers	93.9%	93.1%	96.0%	96.2%	96.1%	96.0%	*	100.0%	*	93.8%	89.8%	95.8%	*
Class of 2017													
Graduated	92.4%	92.3%	93.9%	93.9%	95.5%	84.0%	*	100.0%	-	92.9%	85.3%	93.7%	*
Received TxCHSE	0.7%	0.6%	0.6%	0.9%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.8%	*
Continued HS	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	6.3%	6.5%	5.4%	5.2%	4.5%	16.0%	*	0.0%	-	7.1%	14.7%	5.4%	*
Graduates and TxCHSE	93.2%	92.9%	94.6%	94.8%	95.5%	84.0%	*	100.0%	-	92.9%	85.3%	94.6%	*
Graduates, TxCHSE, and Continuers	93.7%	93.5%	94.6%	94.8%	95.5%	84.0%	*	100.0%	-	92.9%	85.3%	94.6%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	87.7%	93.7%	94.8%	92.2%	78.9%	*	100.0%	*	94.1%	66.7%	92.7%	94.7%
Class of 2019	90.0%	88.4%	96.2%	97.7%	92.7%	93.9%	*	100.0%	-	100.0%	92.5%	96.5%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	76.1%	*	*	-	-	-	-	-	-	-	*	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	5.2%	2.4%	2.8%	1.7%	0.0%	*	0.0%	*	0.0%	25.0%	2.4%	0.0%
Class of 2019	4.2%	5.1%	0.2%	0.0%	0.7%	0.0%	-	0.0%	-	0.0%	3.1%	0.3%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	80.4%	94.5%	94.2%	94.1%	93.3%	*	100.0%	*	100.0%	53.6%	94.0%	100.0%
Class of 2019	83.5%	82.7%	92.1%	90.9%	94.0%	96.7%	-	100.0%	-	94.1%	6.3%	90.6%	77.8%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	85.6%	96.8%	97.0%	95.8%	93.3%	*	100.0%	*	100.0%	78.6%	96.4%	100.0%
Class of 2019	87.6%	87.8%	92.2%	90.9%	94.7%	96.7%	-	100.0%	-	94.1%	9.4%	90.9%	77.8%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	50.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	22.3%	20.0%	*	-	*	-	-	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	5.3%	2.6%	2.9%	2.4%	0.0%	*	0.0%	*	0.0%	23.3%	2.6%	0.0%
2018-19	4.4%	6.0%	0.2%	0.0%	0.7%	0.0%	-	0.0%	-	0.0%	3.1%	0.3%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	78.7%	93.4%	93.2%	92.7%	93.8%	*	100.0%	*	100.0%	53.3%	93.3%	100.0%
2018-19	82.1%	80.9%	92.3%	91.5%	92.8%	100.0%	-	100.0%	-	94.1%	6.3%	90.8%	77.8%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	83.7%	96.1%	96.2%	95.1%	93.8%	*	100.0%	*	100.0%	76.7%	95.9%	100.0%
2018-19	85.9%	86.3%	91.9%	91.1%	93.4%	93.5%	-	100.0%	-	94.1%	9.1%	91.1%	77.8%

Texas Education Agency
2020-21 Graduation Profile (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	610	100.0%	360,220	100.0%
By Ethnicity:				
African American	443	72.6%	44,729	12.4%
Hispanic	123	20.2%	184,060	51.1%
White	16	2.6%	105,215	29.2%
American Indian	2	0.3%	1,226	0.3%
Asian	9	1.5%	17,126	4.8%
Pacific Islander	1	0.2%	557	0.2%
Two or More Races	16	2.6%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	24	3.9%	49,535	13.8%
Foundation H.S. Program (Endorsement)	16	2.6%	15,689	4.4%
Foundation H.S. Program (DLA)	570	93.4%	292,532	81.2%
Special Education Graduates	30	4.9%	29,018	8.1%
Economically Disadvantaged Graduates	341	55.9%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	18	3.0%	29,639	8.2%
At-Risk Graduates	148	24.3%	148,836	41.3%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	62.8%	42.6%	37.0%	56.1%	75.0%	*	66.7%	*	56.3%	86.7%	37.5%	50.0%
2018-19	72.9%	71.2%	61.9%	56.8%	72.1%	79.7%	-	100.0%	-	58.8%	56.9%	58.9%	66.7%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	55.1%	36.4%	30.0%	50.4%	75.0%	*	66.7%	*	56.3%	3.3%	31.1%	33.3%
2018-19	53.0%	53.0%	35.1%	28.9%	42.9%	68.8%	-	100.0%	-	41.2%	2.0%	28.5%	44.4%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	60.0%	60.2%	57.1%	68.3%	81.3%	*	66.7%	*	68.8%	6.7%	55.7%	55.6%
2018-19	60.7%	61.0%	48.3%	43.1%	51.9%	81.3%	-	100.0%	-	70.6%	5.9%	43.0%	55.6%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	47.6%	34.3%	28.9%	46.3%	56.3%	*	66.7%	*	50.0%	16.7%	29.3%	33.3%
2018-19	48.6%	46.9%	29.5%	23.9%	35.7%	68.8%	-	85.7%	-	29.4%	2.0%	23.1%	33.3%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	43.8%	31.3%	26.0%	43.1%	56.3%	*	66.7%	*	50.0%	3.3%	26.4%	33.3%
2018-19	44.2%	43.7%	28.9%	23.2%	35.1%	68.8%	-	85.7%	-	29.4%	2.0%	22.3%	33.3%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	27.0%	9.0%	5.6%	13.0%	37.5%	*	44.4%	*	25.0%	0.0%	5.3%	0.0%
2018-19	21.1%	26.6%	8.8%	5.9%	14.3%	18.8%	-	28.6%	-	11.8%	0.0%	7.8%	11.1%
Associate Degree (Annual Graduates)													
2019-20	2.1%	2.6%	12.3%	9.3%	22.8%	12.5%	*	33.3%	*	6.3%	0.0%	7.3%	33.3%
2018-19	1.9%	1.9%	14.5%	10.5%	20.1%	37.5%	-	57.1%	-	11.8%	0.0%	9.1%	11.1%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	23.1%	23.0%	19.0%	34.1%	37.5%	*	55.6%	*	18.8%	0.0%	16.7%	33.3%
2018-19	23.1%	20.2%	21.9%	17.3%	26.6%	53.1%	-	71.4%	-	23.5%	0.0%	15.3%	22.2%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	3.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2018-19	2.3%	1.8%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	14.9%	7.4%	7.7%	8.1%	6.3%	*	0.0%	*	0.0%	86.7%	7.9%	16.7%
2018-19	40.4%	36.6%	34.0%	34.8%	37.3%	17.2%	-	0.0%	-	26.5%	56.9%	36.3%	38.9%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	8.9%	3.1%	2.9%	4.9%	0.0%	*	0.0%	*	0.0%	3.3%	3.8%	11.1%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	7.2%	7.6%	6.8%	11.7%	3.1%	-	0.0%	-	5.9%	3.9%	7.5%	11.1%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.9%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2018-19	0.6%	0.5%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	2.6%	2.0%	2.5%	0.8%	0.0%	*	0.0%	*	0.0%	36.7%	1.8%	0.0%
2018-19	2.3%	2.3%	3.1%	3.5%	2.6%	3.1%	-	0.0%	-	0.0%	37.3%	3.4%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	3.8%	3.8%	4.1%	3.3%	6.3%	*	0.0%	*	0.0%	76.7%	3.8%	5.6%
2018-19	2.7%	2.9%	0.4%	0.4%	0.6%	0.0%	-	0.0%	-	0.0%	5.9%	0.8%	0.0%

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	25.3%	44.6%	40.4%	52.0%	81.3%	*	66.7%	*	62.5%	3.3%	40.5%	44.4%
	2018-19	33.4%	27.5%	36.0%	30.9%	42.2%	62.5%	-	71.4%	-	52.9%	3.9%	30.6%	44.4%
Mathematics	2019-20	21.2%	16.6%	23.6%	19.9%	31.7%	37.5%	*	66.7%	*	31.3%	0.0%	18.5%	33.3%
	2018-19	24.7%	18.3%	23.5%	18.2%	31.2%	53.1%	-	85.7%	-	17.6%	2.0%	18.1%	33.3%
Both Subjects	2019-20	16.4%	12.8%	21.1%	17.2%	30.1%	37.5%	*	66.7%	*	25.0%	0.0%	17.0%	33.3%
	2018-19	18.8%	13.6%	20.8%	16.0%	27.9%	50.0%	-	57.1%	-	17.6%	2.0%	15.0%	33.3%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	5.1%	4.8%	5.2%	4.9%	0.0%	*	0.0%	*	0.0%	3.3%	5.6%	5.6%
	2018-19	5.1%	3.6%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2019-20	9.7%	6.8%	4.4%	4.3%	4.9%	6.3%	*	0.0%	*	0.0%	16.7%	4.7%	0.0%
	2018-19	7.3%	4.2%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Both Subjects	2019-20	4.2%	3.0%	0.2%	0.2%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2018-19	2.6%	1.5%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	27.5%	14.0%	12.8%	15.9%	16.2%	0.0%	23.8%	*	22.2%	0.9%	11.7%	11.1%
	2019	25.2%	31.3%	20.6%	19.2%	21.8%	27.7%	*	33.3%	*	36.4%	1.8%	18.1%	16.0%
English Language Arts	2020	12.7%	16.7%	7.4%	8.4%	4.1%	5.4%	0.0%	0.0%	*	16.7%	0.0%	6.0%	0.0%
	2019	14.5%	19.0%	11.0%	11.7%	6.6%	12.8%	*	6.7%	*	27.3%	0.0%	9.7%	0.0%
Mathematics	2020	6.4%	9.2%	2.1%	1.6%	2.6%	0.0%	0.0%	19.0%	*	2.8%	0.0%	1.7%	0.0%
	2019	7.4%	10.2%	3.9%	2.8%	5.2%	10.6%	*	20.0%	*	9.1%	0.0%	2.3%	4.0%
Science	2020	9.4%	12.1%	3.3%	2.5%	4.1%	8.1%	0.0%	9.5%	*	8.3%	0.0%	2.1%	0.0%
	2019	10.4%	13.4%	5.9%	5.3%	5.9%	10.6%	*	13.3%	*	12.1%	0.0%	4.1%	0.0%
Social Studies	2020	12.4%	15.5%	5.9%	6.0%	5.6%	10.8%	0.0%	0.0%	*	5.6%	0.0%	5.1%	0.0%
	2019	13.9%	17.4%	9.0%	8.9%	7.0%	12.8%	*	20.0%	*	18.2%	0.0%	7.6%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	62.6%	33.7%	23.0%	55.8%	83.3%	-	40.0%	-	25.0%	*	33.3%	*
	2019	51.0%	54.4%	23.6%	14.9%	39.0%	53.8%	-	40.0%	-	33.3%	*	22.6%	*
English Language Arts	2020	50.1%	53.8%	19.4%	14.9%	27.3%	*	-	-	-	33.3%	-	20.9%	-
	2019	41.2%	44.3%	7.1%	3.8%	11.1%	50.0%	-	*	-	11.1%	-	4.2%	-
Mathematics	2020	56.5%	62.7%	26.9%	21.4%	28.6%	-	-	*	-	*	-	16.7%	-
	2019	52.2%	58.1%	26.0%	20.0%	21.4%	60.0%	-	*	-	*	-	35.3%	*
Science	2020	47.6%	51.0%	31.7%	27.3%	36.4%	*	-	*	-	*	-	33.3%	-
	2019	40.6%	44.2%	6.7%	4.2%	6.3%	20.0%	-	*	-	*	-	6.7%	-

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	57.4%	17.6%	15.1%	20.0%	*	-	-	-	*	-	18.9%	-
	2019	46.3%	51.2%	21.7%	18.5%	10.5%	66.7%	-	*	-	50.0%	-	14.3%	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	81.5%	95.4%	96.6%	89.4%	93.8%	*	88.9%	*	100.0%	93.8%	95.0%	88.9%
	2018-19	75.0%	80.5%	64.5%	66.7%	50.6%	84.4%	-	100.0%	-	70.6%	20.0%	64.4%	55.6%
At/Above Criterion for All Examinees	2019-20	35.7%	40.2%	20.8%	16.4%	30.0%	46.7%	*	62.5%	*	35.3%	0.0%	16.0%	6.3%
	2018-19	36.1%	40.1%	27.9%	20.0%	38.5%	70.4%	-	62.5%	-	41.7%	0.0%	20.3%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1035	939	921	978	1063	*	1119	*	990	728	914	875
	2018-19	1027	1039	985	946	1040	1135	-	1189	-	1010	761	954	*
English Language Arts and Writing	2019-20	513	520	478	469	496	545	*	570	*	508	366	464	439
	2018-19	517	521	506	488	530	580	-	593	-	518	383	486	*
Mathematics	2019-20	506	515	461	452	482	518	*	549	*	482	362	450	436
	2018-19	510	518	479	458	510	556	-	596	-	492	379	468	*
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20.2	20.5	19.2	18.5	20.6	23.5	*	*	-	19.1	*	18.3	*
	2018-19	20.6	20.6	19.4	18.6	21.1	24.0	-	*	-	20.4	13.4	18.2	*
English Language Arts	2019-20	19.9	20.1	19.2	18.4	20.6	24.3	*	*	-	18.9	*	17.9	*
	2018-19	20.3	20.2	19.3	18.5	20.8	24.7	-	*	-	20.7	12.7	17.9	*
Mathematics	2019-20	20.1	20.5	18.4	17.6	19.7	22.8	*	*	-	18.7	*	17.8	*
	2018-19	20.4	20.7	18.7	17.9	20.5	22.6	-	*	-	19.6	14.0	17.9	*
Science	2019-20	20.5	20.7	19.6	19.0	20.8	22.3	*	*	-	19.9	*	18.9	*
	2018-19	20.8	20.8	19.7	19.0	21.3	23.6	-	*	-	20.6	12.6	18.5	*

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	49.4%	50.8%	47.2%	59.1%	55.7%	83.3%	77.8%	*	55.2%	17.7%	45.4%	51.0%
	2018-19	44.6%	47.2%	45.7%	42.4%	51.7%	60.6%	0.0%	70.6%	*	53.8%	20.2%	41.5%	33.7%
English Language Arts	2019-20	18.2%	18.6%	17.4%	14.7%	22.4%	25.8%	33.3%	46.9%	*	20.5%	1.4%	13.2%	20.0%
	2018-19	17.8%	18.5%	19.1%	16.1%	25.0%	31.2%	0.0%	60.0%	*	19.4%	0.5%	15.3%	23.2%
Mathematics	2019-20	20.7%	22.2%	20.0%	18.9%	21.7%	23.7%	33.3%	47.1%	*	16.5%	5.8%	17.3%	13.0%
	2018-19	20.4%	22.0%	21.1%	19.0%	25.3%	31.6%	0.0%	34.4%	*	25.7%	8.5%	18.7%	14.6%
Science	2019-20	22.4%	23.9%	26.2%	26.8%	24.7%	27.9%	50.0%	25.7%	*	22.6%	13.8%	22.7%	18.8%
	2018-19	21.7%	22.7%	25.7%	25.9%	24.8%	32.6%	0.0%	20.6%	*	23.1%	18.6%	24.4%	6.1%
Social Studies	2019-20	24.6%	27.7%	24.4%	21.6%	29.0%	39.7%	33.3%	58.3%	*	23.8%	2.3%	20.6%	22.5%
	2018-19	23.6%	27.0%	19.2%	16.1%	23.5%	36.4%	0.0%	61.8%	*	23.7%	0.5%	14.5%	12.3%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	52.0%	61.0%	64.8%	52.0%	31.3%	*	55.6%	*	56.3%	70.0%	66.3%	33.3%
	2018-19	59.0%	60.0%	53.1%	54.9%	55.8%	25.0%	-	0.0%	-	52.9%	52.9%	57.0%	55.6%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	53.9%	61.0%	60.8%	59.7%	71.9%	-	57.1%	-	58.8%	32.7%	57.3%	44.4%
	2017-18	53.4%	53.9%	63.8%	65.0%	59.3%	70.8%	-	85.7%	*	53.3%	42.9%	63.3%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	41.5%	69.6%	56.8%	88.6%	86.7%	-	*	-	*	-	71.7%	*
	2017-18	60.7%	57.3%	43.5%	38.9%	54.4%	68.8%	-	60.0%	-	42.9%	13.6%	36.1%	*

Texas Education Agency
2020-21 Student Information (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	7,250	100.0%	5,359,040	100.0%	7,253	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	12	0.2%	13,855	0.3%	13	0.2%	20,991	0.4%
Pre-Kindergarten	188	2.6%	196,560	3.7%	188	2.6%	197,093	3.7%
Kindergarten	378	5.2%	360,865	6.7%	379	5.2%	361,349	6.7%
Grade 1	428	5.9%	380,973	7.1%	428	5.9%	381,403	7.1%
Grade 2	428	5.9%	379,725	7.1%	428	5.9%	380,122	7.1%
Grade 3	421	5.8%	380,802	7.1%	421	5.8%	381,135	7.1%
Grade 4	508	7.0%	385,090	7.2%	508	7.0%	385,364	7.2%
Grade 5	491	6.8%	395,436	7.4%	491	6.8%	395,649	7.4%
Grade 6	537	7.4%	414,197	7.7%	537	7.4%	414,357	7.7%
Grade 7	601	8.3%	421,222	7.9%	601	8.3%	421,347	7.8%
Grade 8	615	8.5%	422,386	7.9%	615	8.5%	422,505	7.9%
Grade 9	716	9.9%	436,396	8.1%	716	9.9%	436,523	8.1%
Grade 10	687	9.5%	420,502	7.8%	687	9.5%	420,705	7.8%
Grade 11	649	9.0%	388,143	7.2%	649	8.9%	388,443	7.2%
Grade 12	591	8.2%	362,888	6.8%	592	8.2%	364,600	6.8%
Ethnic Distribution:								
African American	4,781	65.9%	680,285	12.7%	4,781	65.9%	681,401	12.7%
Hispanic	1,865	25.7%	2,835,771	52.9%	1,866	25.7%	2,840,982	52.9%
White	204	2.8%	1,418,789	26.5%	206	2.8%	1,424,251	26.5%
American Indian	23	0.3%	18,712	0.3%	23	0.3%	18,755	0.3%
Asian	72	1.0%	253,856	4.7%	72	1.0%	254,163	4.7%
Pacific Islander	2	0.0%	8,259	0.2%	2	0.0%	8,271	0.2%
Two or More Races	303	4.2%	143,368	2.7%	303	4.2%	143,763	2.7%
Sex:								
Female	3,480	48.0%	2,620,239	48.9%	3,482	48.0%	2,624,722	48.9%
Male	3,770	52.0%	2,738,801	51.1%	3,771	52.0%	2,746,864	51.1%
Economically Disadvantaged	4,504	62.1%	3,229,178	60.3%	4,504	62.1%	3,233,417	60.2%
Non-Educationally Disadvantaged	2,746	37.9%	2,129,862	39.7%	2,749	37.9%	2,138,169	39.8%
Section 504 Students	314	4.3%	387,490	7.2%	314	4.3%	387,622	7.2%
EB Students/EL	589	8.1%	1,108,207	20.7%	589	8.1%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	135	1.6%	66,833	1.2%				
Students w/ Dyslexia	162	2.2%	241,070	4.5%	162	2.2%	241,197	4.5%
Foster Care	71	1.0%	17,033	0.3%	71	1.0%	17,090	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Homeless	0	0.0%	57,709	1.1%	0	0.0%	57,811	1.1%
Immigrant	26	0.4%	108,025	2.0%	26	0.4%	108,092	2.0%
Migrant	0	0.0%	16,657	0.3%	0	0.0%	16,733	0.3%
Title I	4,607	63.5%	3,457,855	64.5%	4,609	63.5%	3,464,887	64.5%
Military Connected	157	2.2%	144,596	2.7%	157	2.2%	144,683	2.7%
At-Risk	2,895	39.9%	2,634,284	49.2%	2,895	39.9%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	608	8.4%	1,123,936	21.0%	608	8.4%	1,124,413	20.9%
Gifted and Talented Education	400	5.5%	443,781	8.3%	400	5.5%	443,849	8.3%
Special Education	587	8.1%	595,885	11.1%	590	8.1%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	587		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	269	45.8%	253,352	42.5%				
Students with Physical Disabilities	72	12.3%	127,106	21.3%				
Students with Autism	111	18.9%	83,737	14.1%				
Students with Behavioral Disabilities	123	21.0%	122,624	20.6%				
Students with Non-Categorical Early Childhood	12	2.0%	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	1,071	14.1%	726,083	13.8%				
By Ethnicity:								
African American	704	9.3%	148,832	2.8%				
Hispanic	240	3.2%	372,491	7.1%				
White	64	0.8%	160,748	3.1%				
American Indian	2	0.0%	2,944	0.1%				
Asian	10	0.1%	18,370	0.4%				
Pacific Islander	0	0.0%	1,484	0.0%				
Two or More Races	51	0.7%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	124	17.8%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	45	7.7%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	704	13.6%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	1,022	17.6%	700,130	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.8%	1.4%	0.0%	4.8%
Grade 1	1.3%	1.9%	0.0%	3.2%
Grade 2	0.8%	1.0%	0.0%	1.4%
Grade 3	0.9%	0.5%	0.0%	0.6%
Grade 4	0.0%	0.3%	1.9%	0.4%
Grade 5	0.2%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.2%	0.0%	0.3%
Grade 7	0.5%	0.3%	0.0%	0.3%
Grade 8	0.0%	0.2%	0.0%	0.4%
Grade 9	2.6%	4.7%	1.6%	7.8%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	15	0.4%	6,039	0.2%

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

Class Size Information	District	State
Elementary:		
Kindergarten	15.5	17.7
Grade 1	17.6	18.0
Grade 2	17.9	18.0
Grade 3	18.5	18.2
Grade 4	19.1	18.3
Grade 5	19.2	19.8
Grade 6	21.8	19.4
Secondary:		
English/Language Arts	22.7	15.7
Foreign Languages	25.7	17.8
Mathematics	25.1	16.9
Science	25.0	17.9
Social Studies	23.9	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	879.8	100.0%	745,316.3	100.0%
Professional Staff:	608.4	69.2%	479,219.1	64.3%
Teachers	458.2	52.1%	369,395.4	49.6%
Professional Support	98.0	11.1%	78,787.8	10.6%
Campus Administration (School Leadership)	26.8	3.0%	22,378.5	3.0%
Central Administration	25.4	2.9%	8,657.4	1.2%
Educational Aides:	76.2	8.7%	79,348.7	10.6%
Auxiliary Staff:	195.2	22.2%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	5.0	n/a	4,290.0	n/a
Part-time Librarians	1.0	n/a	582.0	n/a
Full-time Counselors	20.0	n/a	13,211.0	n/a
Part-time Counselors	0.0	n/a	1,126.0	n/a
Total Minority Staff:	660.1	75.0%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	270.7	59.1%	41,186.3	11.1%
Hispanic	44.8	9.8%	104,985.0	28.4%
White	120.7	26.3%	210,367.3	56.9%
American Indian	1.0	0.2%	1,261.0	0.3%
Asian	6.0	1.3%	6,656.1	1.8%
Pacific Islander	1.0	0.2%	618.8	0.2%
Two or More Races	13.9	3.0%	4,320.9	1.2%
Teachers by Sex:				
Males	124.8	27.2%	88,006.1	23.8%
Females	333.3	72.8%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	27.1	5.9%	4,422.7	1.2%
Bachelors	285.2	62.3%	269,818.0	73.0%
Masters	142.8	31.2%	92,432.5	25.0%
Doctorate	3.0	0.7%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	41.8	9.1%	24,880.4	6.7%
1-5 Years Experience	147.3	32.1%	102,753.7	27.8%
6-10 Years Experience	107.7	23.5%	74,854.8	20.3%
11-20 Years Experience	126.4	27.6%	107,653.1	29.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	28.0	6.1%	47,975.4	13.0%
Over 30 Years Experience	7.0	1.5%	11,278.0	3.1%
Number of Students per Teacher	15.8	n/a	14.5	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	4.1	6.4
Average Years Experience of Principals with District	3.0	5.5
Average Years Experience of Assistant Principals	7.0	5.5
Average Years Experience of Assistant Principals with District	5.7	4.8
Average Years Experience of Teachers:	8.8	11.2
Average Years Experience of Teachers with District:	4.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$54,281	\$50,849
1-5 Years Experience	\$56,101	\$53,288
6-10 Years Experience	\$57,833	\$56,282
11-20 Years Experience	\$61,142	\$59,900
21-30 Years Experience	\$64,941	\$64,637
Over 30 Years Experience	\$70,762	\$69,974
Average Actual Salaries (regular duties only):		
Teachers	\$58,497	\$57,641
Professional Support	\$71,401	\$68,030
Campus Administration (School Leadership)	\$82,785	\$83,424
Central Administration	\$104,472	\$109,662
Instructional Staff Percent:	65.1%	64.6%
Turnover Rate for Teachers:	21.5%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:	0.0	5,731.4

Texas Education Agency
2020-21 Staff Information (TAPR)
CEDAR HILL ISD (057904) - DALLAS COUNTY

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	4.1	0.9%	22,870.6	6.2%
Career and Technical Education	31.1	6.8%	18,987.7	5.1%
Compensatory Education	8.8	1.9%	10,226.9	2.8%
Gifted and Talented Education	19.4	4.2%	6,558.4	1.8%
Regular Education	316.8	69.1%	262,447.1	71.0%
Special Education	32.6	7.1%	34,862.5	9.4%
Other	45.5	9.9%	13,442.2	3.6%

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

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

2019 – 2020 PEIMS FINANCIAL DATA

2019 - 2020 Actual Financial Data
Totals for CEDAR HILL ISD (057904)
Total Enrolled Membership: 7,616

	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)	\$36,779,355	57.81%	\$4,829	\$36,779,355	49.23%	\$4,829	\$25,533,913,274	43.11%	\$4,660
State Operating Funds	\$25,008,795	39.31%	\$3,284	\$26,330,924	35.24%	\$3,457	\$24,198,968,656	40.86%	\$4,417
Federal Funds	\$797,318	1.25%	\$105	\$9,647,318	12.91%	\$1,267	\$7,015,215,596	11.84%	\$1,280
Other Local	\$1,040,325	1.64%	\$137	\$1,951,337	2.61%	\$256	\$2,483,070,133	4.19%	\$453
Total Operating Revenue	\$63,625,793	100.00%	\$8,354	\$74,708,934	100.00%	\$9,809	\$59,231,167,659	100.00%	\$10,811
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$12,873,051	97.42%	\$1,690	\$7,988,017,723	85.75%	\$1,458
State Assistance for Debt Service	\$0	0.00%	\$0	\$341,000	2.58%	\$45	\$417,799,545	4.49%	\$76
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$909,418,245	9.76%	\$166
Total Other Revenue	\$0	0.00%	\$0	\$13,214,051	100.00%	\$1,735	\$9,315,235,513	100.00%	\$1,700
Subtotal: Operating and Other Revenue	\$63,625,793	100.00%	\$8,354	\$87,922,985	100.00%	\$11,545	\$68,546,403,172	100.00%	\$12,511
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	100.00%	\$476
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	100.00%	\$476
Subtotal: Operating, Other and Recaptured Revenue	\$63,625,793	100.00%	\$8,354	\$87,922,985	100.00%	\$11,545	\$71,156,992,275	100.00%	\$12,988
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$41,810,194	92.92%	\$5,490	\$6,707,981,130	72.89%	\$1,224
Estimated State TRS Contributions	\$3,184,871	100.00%	\$418	\$3,184,871	7.08%	\$418	\$2,495,227,887	27.11%	\$455
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$3,184,871	100.00%	\$418	\$44,995,065	100.00%	\$5,908	\$9,203,209,017	100.00%	\$1,680
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$66,810,664	100.00%	\$8,772	\$132,918,050	100.00%	\$17,452	\$77,749,612,189	100.00%	\$14,191
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$51,720,451	82.35%	\$6,791	\$56,166,620	76.37%	\$7,375	\$45,632,220,765	80.04%	\$8,329
Professional & Contracted Services (Object 62xx)	\$6,620,335	10.54%	\$869	\$10,011,656	13.61%	\$1,315	\$5,127,350,907	8.99%	\$936

2019 - 2020 Actual Financial Data
Totals for CEDAR HILL ISD (057904)
Total Enrolled Membership: 7,616

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$3,044,738	4.85%	\$400	\$5,762,855	7.84%	\$757	\$4,914,857,654	8.62%	\$897
Other Operating Expenditures (Object 64xx)	\$1,421,394	2.26%	\$187	\$1,601,257	2.18%	\$210	\$1,339,390,963	2.35%	\$244
Total Operating Expenditures by Object	\$62,806,918	100.00%	\$8,247	\$73,542,388	100.00%	\$9,656	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	\$151,480	42.88%	\$20	\$16,749,583	96.51%	\$2,199	\$9,524,076,242	47.61%	\$1,738
Capital Outlay(Object 66xx)	\$201,790	57.12%	\$26	\$605,545	3.49%	\$80	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Object	\$353,270	100.00%	\$46	\$17,355,128	100.00%	\$2,279	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Object	\$63,160,188	100.00%	\$8,293	\$90,897,516	100.00%	\$11,935	\$77,019,760,233	100.00%	\$14,058
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	\$34,846,572	55.48%	\$4,575	\$40,909,351	55.63%	\$5,372	\$32,482,839,029	56.97%	\$5,929
Instructional Resources & Media Services (Function 12)	\$712,440	1.13%	\$94	\$716,731	0.97%	\$94	\$620,523,428	1.09%	\$113
Curriculum & Staff Development (Function 13)	\$1,344,879	2.14%	\$177	\$1,913,548	2.60%	\$251	\$1,283,086,493	2.25%	\$234
Instructional Leadership (Function 21)	\$777,417	1.24%	\$102	\$875,222	1.19%	\$115	\$945,108,506	1.66%	\$173
School Leadership (Function 23)	\$4,398,693	7.00%	\$578	\$4,423,138	6.01%	\$581	\$3,397,560,197	5.96%	\$620
Guidance Counseling Services (Function 31)	\$2,305,330	3.67%	\$303	\$2,390,665	3.25%	\$314	\$2,204,295,228	3.87%	\$402
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$173,240,994	0.30%	\$32
Health Services (Function 33)	\$769,218	1.22%	\$101	\$769,218	1.05%	\$101	\$608,875,388	1.07%	\$111
Transportation (Function 34)	\$2,401,460	3.82%	\$315	\$2,553,706	3.47%	\$335	\$1,625,400,170	2.85%	\$297
Food Services (Function 35)	\$26,548	0.04%	\$3	\$3,647,148	4.96%	\$479	\$2,839,750,491	4.98%	\$518
Extracurricular (Function 36)	\$1,895,323	3.02%	\$249	\$1,895,323	2.58%	\$249	\$1,574,298,616	2.76%	\$287
General Administration (Function 41,92)	\$3,323,140	5.29%	\$436	\$3,348,149	4.55%	\$440	\$1,833,390,327	3.22%	\$335
Facilities Maintenance & Operations (Function 51)	\$7,127,676	11.35%	\$936	\$7,127,676	9.69%	\$936	\$5,475,939,693	9.60%	\$999
Security & Monitoring Services (Function 52)	\$1,483,512	2.36%	\$195	\$1,561,445	2.12%	\$205	\$621,397,805	1.09%	\$113
Data Processing Services (Function 53)	\$1,244,550	1.98%	\$163	\$1,244,550	1.69%	\$163	\$1,049,981,008	1.84%	\$192
Community Services (Function 61)	\$150,160	0.24%	\$20	\$166,518	0.23%	\$22	\$278,132,916	0.49%	\$51
Total Operating Expenditures by Function	\$62,806,918	100.00%	\$8,247	\$73,542,388	100.00%	\$9,656	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$151,480	42.88%	\$20	\$16,749,583	96.51%	\$2,199	\$9,524,076,242	47.61%	\$1,738

2019 - 2020 Actual Financial Data
Totals for CEDAR HILL ISD (057904)
Total Enrolled Membership: 7,616

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$201,790	57.12%	\$26	\$605,545	3.49%	\$80	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Function	\$353,270	100.00%	\$46	\$17,355,128	100.00%	\$2,279	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Function	\$63,160,188	100.00%	\$8,293	\$90,897,516	100.00%	\$11,935	\$77,019,760,233	100.00%	\$14,058
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$29,163,061	46.43%	\$3,829	\$31,868,927	43.33%	\$4,184	\$24,808,865,963	43.51%	\$4,528
Gifted and Talented (PIC 21)	\$378,968	0.60%	\$50	\$378,968	0.52%	\$50	\$407,970,018	0.72%	\$74
Career and Technical (PIC 22)	\$3,390,657	5.40%	\$445	\$3,483,132	4.74%	\$457	\$1,848,729,587	3.24%	\$337
Students with Disabilities (PICs 23,33)	\$5,150,646	8.20%	\$676	\$6,759,301	9.19%	\$888	\$7,124,984,870	12.50%	\$1,300
State Compensatory Education (PICs 24,26,28,29,30,34)	\$4,223,305	6.72%	\$555	\$6,714,152	9.13%	\$882	\$4,961,252,070	8.70%	\$906
Bilingual (PICs 25,35)	\$256,158	0.41%	\$34	\$298,749	0.41%	\$39	\$666,494,835	1.17%	\$122
High School Allotment (PIC 31)	\$960,489	1.53%	\$126	\$960,489	1.31%	\$126	\$198,008,871	0.35%	\$36
PreKindergarten (PIC 32)	\$622,054	0.99%	\$82	\$622,054	0.85%	\$82	\$556,180,368	0.98%	\$102
Early Education Allotment (PIC 36)	\$828,518	1.32%	\$109	\$828,518	1.13%	\$109	\$817,733,874	1.66%	\$149
Dyslexia or Related Disorder Services (PIC 37)	\$129,408	0.21%	\$17	\$129,408	0.18%	\$17	\$247,840,811	0.50%	\$45
College, Career, and Military Readiness (CCMR) (PIC 38)	\$196,489	0.31%	\$26	\$196,489	0.27%	\$26	\$225,233,881	0.46%	\$41
Athletics/Related Activities (PIC 91)	\$1,627,556	2.59%	\$214	\$1,627,556	2.21%	\$214	\$1,079,705,932	1.89%	\$197
Un-Allocated (PIC 99)	\$15,879,609	25.28%	\$2,085	\$19,674,645	26.75%	\$2,583	\$14,070,819,209	24.68%	\$2,568
Total Operating Expenditures by Program Intent Code (PIC)	\$62,806,918	100.00%	\$8,247	\$73,542,388	100.00%	\$9,656	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$151,480	42.88%	\$20	\$16,749,583	96.51%	\$2,199	\$9,524,076,242	47.61%	\$1,738
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$201,790	57.12%	\$26	\$605,545	3.49%	\$80	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$353,270	100.00%	\$46	\$17,355,128	100.00%	\$2,279	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$63,160,188	100.00%	\$8,293	\$90,897,516	100.00%	\$11,935	\$77,019,760,233	100.00%	\$14,058
Disbursements									
Total Disbursements									

2019 - 2020 Actual Financial Data
Totals for CEDAR HILL ISD (057904)
Total Enrolled Membership: 7,616

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Operating Expenditures	\$62,806,918	96.95%	\$8,247	\$73,542,388	79.49%	\$9,656	\$57,013,820,289	70.09%	\$10,406
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	3.21%	\$476
Total Other Uses	\$425,357	0.66%	\$56	\$425,357	0.46%	\$56	\$1,065,828,545	1.31%	\$195
Intergovernmental Charge	\$1,196,222	1.85%	\$157	\$1,196,222	1.29%	\$157	\$647,236,702	0.80%	\$118
Debt Service (Object 6500)	\$151,480	0.23%	\$20	\$16,749,583	18.10%	\$2,199	\$9,524,076,242	11.71%	\$1,738
Capital Projects (Object 6600)	\$201,790	0.31%	\$26	\$605,545	0.65%	\$80	\$10,481,863,702	12.89%	\$1,913
Total Disbursements	\$64,781,767	100.00%	\$8,506	\$92,519,095	100.00%	\$12,148	\$81,343,414,583	100.00%	\$14,847

Tax Rates

2019 - 2020 (current tax year) Tax Rates

Maintenance & Operations				0.9700			1.0164		
Interest & Sinking				0.3360			0.2221		
Total Tax Rate				1.3060			1.2384		

Fund Balance**

Fund Balance

Nonspendable Fund Balance	\$12,871		\$2	\$12,871		\$2	\$616,400,402		\$120
Restricted Fund Balance	\$0		\$0	\$9,263,469		\$1,216	\$19,313,845,455		\$3,756
Committed Fund Balance	\$425,000		\$56	\$1,066,460		\$140	\$3,524,709,206		\$685
Assigned Fund Balance	\$0		\$0	\$0		\$0	\$3,414,948,929		\$664
Unassigned Fund Balance	\$18,530,497		\$2,433	\$18,530,497		\$2,433	\$15,296,929,974		\$2,975
Total Fund Balance**	\$18,968,368		\$2,491	\$28,873,297		\$3,791	\$42,166,833,966		\$8,200

Fund Balance Reconciliation

2018-2019 Total Fund Balance (Previous Year)	\$16,947,102		\$2,179	\$29,304,668		\$3,767	\$39,112,172,860		\$7,670
2019-2020 Excess (Deficiency) Operating Expenditures	\$2,446,623		\$321	\$-861,617		\$-113	\$-8,388,390,544		\$-1,631
2019-2020 Excess (Deficiency) Non-Operating Expenditures	\$-425,357		\$-56	\$430,246		\$56	\$11,239,274,781		\$2,186
2019-2020 Uncommon Items	\$0		\$0	\$0		\$0	\$203,776,869		\$40
2019-2020 Total Fund Balance	\$18,968,368		\$2,491	\$28,873,297		\$3,791	\$42,166,833,966		\$8,200

DISTRICT ACCREDITATION STATUS

CDN	DISTRICT NAME	ESC	2019 FIRST Rating	2019 Accountability Rating	2019-2020 Accreditation Status	Reason For Status	Notes
057904	CEDAR HILL ISD	10	A - Superior	B	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,199 total entries)

Previous

1

Next

*Because student performance is a key indicator in the state accreditation system, the TEA will suspend the assignment of accreditation statuses until the 2021-2022 school year under the authority of amended 19 TAC §97.1055. The amended rule, which became effective on February 24, 2020, may be viewed at <http://ritter.tea.state.tx.us/rules/tac/chapter097/ch097ee.html#97.1055>

CAMPUS/DISTRICT PERFORMANCE OBJECTIVES

Cedar Hill ISD 2021 - 2022 Strategic Goals

Goal	Description	2021 - 2022 Target
1	Increase the percentage of scholars graduating CCMR from 53% to 75% by August 2024	64%
2	Increase the percentage of 3rd grade (All students) scholars Reading at/or above grade level from 32% to 70% by 2024	48%
3	Increase the percentage of Algebra 1 scholars scoring Meets or Above will increase from 52% to 75% by 2024	64%
4	Increase the percentage of scholars participating in extra-curricular or co-curricular from 50% to 90% by August 2025	60%



CEDAR HILL
INDEPENDENT SCHOOL DISTRICT

NAME
Dr. Amanda McCarther, Principal
CAMPUS
Bray Elementary School

CHISD MISSION	CAMPUS MISSION
To develop resilient scholars who excel academically and are empowered to serve.	The mission of Bray Elementary is to empower the whole child through self-recognition of their potential to excel in an evolving society.
CHISD VISION	CAMPUS VISION
Unlocking every Longhorn's potential	Bray Elementary is striving to become an educational environment invested in providing a robust, core academic curriculum, richly enhanced by fine arts courses.
CHISD MOTTO	CAMPUS MOTTO
Educate. Empower. Inspire.	Every Scholar...Every Day...Whatever It Takes!!!
STUDENT OUTCOME GOALS	SUPPORTING GOALS
Goal #1 Increase the percentage of scholars graduating College, Career & Military Ready Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level Goal #3 Increase the percentage of Algebra 1 scholars scoring Meets or Above Goal #4 Increase the percentage of scholars participating in extra- curricular or co-curricular activities	Bray Elementary 3-5 teachers will explicitly and systematically teach foundational reading and knowledge skills (Collective teacher efficacy, Scaffolding, Phonics, Explicit teaching strategies) with fidelity within their daily lesson delivery

NAME
Dr. Xavier Lewis, Principal
CAMPUS
Collegiate Prep Elementary School

CHISD MISSION	CAMPUS MISSION
To develop resilient scholars who excel academically and are empowered to serve.	Scholars at Collegiate Prep will acquire knowledge in purposeful and innovative classrooms, with master educators, committed to growing learners, who are successful in college and all future endeavors.
CHISD VISION	CAMPUS VISION
Unlocking every Longhorn's potential	Leading actively engaged scholars who are critical thinkers to be respective citizens who are prepared to meet the challenges of a global community.
CHISD MOTTO	CAMPUS MOTTO
Educate. Empower. Inspire.	RISE (Respect, Integrity, Scholarship, Endurance)
STUDENT OUTCOME GOALS	SUPPORTING GOALS
Goal #1 Increase the percentage of scholars graduating College, Career & Military Ready Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level Goal #3 Increase the percentage of Algebra 1 scholars scoring Meets or Above Goal #4 Increase the percentage of scholars participating in extra-curricular or co-curricular activities	Collegiate Prep Elementary 3-5 math teachers will ensure all scholar growth through researched based instruction (Aggressive Monitoring, Effective Feedback, Goal Setting, and Effective Questioning) with fidelity within their daily lesson delivery



CEDAR HILL
INDEPENDENT SCHOOL DISTRICT

NAME

Candice Griffin, Principal

CAMPUS

Highlands Elementary School

CHISD MISSION

To develop resilient scholars who excel academically and are empowered to serve.

CAMPUS MISSION

Highlands Elementary School will provide a quality education by educating every child, every day, whatever it takes.

CHISD VISION

Unlocking every Longhorn's potential

CAMPUS VISION

Excellence for every student and staff member

CHISD MOTTO

Educate. Empower. Inspire.

CAMPUS MOTTO

"Unleashing New Opportunities... We Are UNO"

STUDENT OUTCOME GOALS

Goal #1 Increase the percentage of scholars graduating College, Career & Military Ready

Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level

Goal #3 Increase the percentage of Algebra 1 scholars scoring Meets or Above

Goal #4 Increase the percentage of scholars participating in extra- curricular or co-curricular activities

SUPPORTING GOALS

Highlands Elementary 2nd and 3rd grade math teachers will deliver an effective mini lesson with aligned objectives and student outcomes with fidelity within their daily lesson delivery



CEDAR HILL
INDEPENDENT SCHOOL DISTRICT

NAME

DeWight Perry, Principal

CAMPUS

High Pointe Elementary School

CHISD MISSION

To develop resilient scholars who excel academically and are empowered to serve.

CHISD VISION

Unlocking every Longhorn's potential

CHISD MOTTO

Educate. Empower. Inspire.

STUDENT OUTCOME GOALS

Goal #1 Increase the percentage of scholars graduating College, Career & Military Ready

Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level

Goal #3 Increase the percentage of Algebra 1 scholars scoring Meets or Above

Goal #4 Increase the percentage of scholars participating in extra- curricular or co-curricular activities

CAMPUS MISSION

To prepare all scholars to be responsible, respectful life long learners.

CAMPUS VISION

To become a prestigious school invested in providing an innovative education that produces scholars who are college and career ready.

CAMPUS MOTTO

Do Whatever it Takes

SUPPORTING GOALS

High Point Elementary 2nd - 5th grade math teachers will high quality instruction through research-based practices focused on math vocabulary with fidelity within their daily lesson delivery



CEDAR HILL
INDEPENDENT SCHOOL DISTRICT

NAME

Marquita McCullum, Principal

CAMPUS

Lake Ridge Elementary School

CHISD MISSION

To develop resilient scholars who excel academically and are empowered to serve.

CAMPUS MISSION

Life-long learners will be provided Real world experiences focused on Educating the whole child while connecting the school and community.

CHISD VISION

Unlocking every Longhorn's potential

CAMPUS VISION

Lake Ridge Elementary School strives to be a positive, safe learning environment where scholars are actively engaged and empowered to think critically, communicate effectively, and collaborate respectfully.

CHISD MOTTO

Educate. Empower. Inspire.

CAMPUS MOTTO

The Race for Excellence has No Finish Line.

STUDENT OUTCOME GOALS

Goal #1 Increase the percentage of scholars graduating College, Career & Military Ready

Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level

Goal #3 Increase the percentage of Algebra 1 scholars scoring Meets or Above

Goal #4 Increase the percentage of scholars participating in extra- curricular or co-curricular activities

SUPPORTING GOALS

Lake Ridge Elementary 3-5 math teachers will implement research-based instructional strategies (Scaffolding, Feedback, Direct Instruction, Small Group, and Technology) with fidelity within their daily lesson delivery.



CEDAR HILL

INDEPENDENT SCHOOL DISTRICT

NAME

Dr. Shata Mackey, Principal

CAMPUS

Plummer Elementary School

CHISD MISSION

To develop resilient scholars who excel academically and are empowered to serve.

CAMPUS MISSION

Empower the scholar with the knowledge and skills that will allow the scholar to be the best version of the scholar.

CHISD VISION

Unlocking every Longhorn's potential

CAMPUS VISION

Become a model campus providing a learning community with a well-rounded education.

CHISD MOTTO

Educate. Empower. Inspire.

CAMPUS MOTTO

Stand together. We are #PlummerStrong.

STUDENT OUTCOME GOALS

Goal #1 Increase the percentage of scholars graduating College, Career & Military Ready

Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level

Goal #3 Increase the percentage of Algebra 1 scholars scoring Meets or Above

Goal #4 Increase the percentage of scholars participating in extra-curricular or co-curricular activities

SUPPORTING GOALS

Plummer Elementary 3-5 reading teachers will use aggressive monitoring strategies and provide specific feedback to scholars to monitor and adjust within their daily lesson delivery.



CEDAR HILL
INDEPENDENT SCHOOL DISTRICT

NAME

William Davis, Principal

CAMPUS

Waterford Oaks Elementary School

CHISD MISSION

To develop resilient scholars who excel academically and are empowered to serve.

CHISD VISION

Unlocking every Longhorn's potential

CHISD MOTTO

Educate. Empower. Inspire.

STUDENT OUTCOME GOALS

Goal #1 Increase the percentage of scholars graduating College, Career & Military Ready

Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level

Goal #3 Increase the percentage of Algebra 1 scholars scoring Meets or Above

Goal #4 Increase the percentage of scholars participating in extra-curricular or co-curricular activities

CAMPUS MISSION

To provide a meaningful foundation for scholars that promotes a love of learning by engaging scholars in rigorous and relevant academic opportunities.

CAMPUS VISION

School of excellence with high expectations and success for all

CAMPUS MOTTO

One Dream, One Team, One Heartbeat

SUPPORTING GOALS

Waterford Oaks Elementary 2-5 math teachers will implement research-based instructional strategies (Scaffolding, Feedback, Direct Instruction, Small Group, and Technology) with fidelity within their daily lesson delivery.



CEDAR HILL
INDEPENDENT SCHOOL DISTRICT

NAME
Jared Peters, Principal
CAMPUS
Bessie Coleman Middle School

CHISD MISSION	CAMPUS MISSION
To develop resilient scholars who excel academically and are empowered to serve.	The mission of Bessie Coleman Middle School is to develop scholars to be well rounded global citizens who are prepared to compete in a global market
CHISD VISION	CAMPUS VISION
Unlocking every Longhorn's potential	The staff and scholars of BCMS believe that anything is possible through collaboration, rigor, relevance, and relationships. We are committed to becoming a national premier middle school by providing an excellent, effort-based education for all scholars.
CHISD MOTTO	CAMPUS MOTTO
Educate. Empower. Inspire.	Every Scholar. Every Day
STUDENT OUTCOME GOALS	SUPPORTING GOALS
Goal #1 Increase the percentage of scholars graduating College, Career & Military Ready Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level Goal #3 Increase the percentage of Algebra 1 scholars scoring Meets or Above Goal #4 Increase the percentage of scholars participating in extra- curricular or co-curricular activities	Bessie Coleman Middle School math teachers will implement research-based instructional strategies (Backwards Design-DOL, Aggressive Monitoring, RTI via small group instruction, Multiple Response Strategies) with fidelity within their daily lesson delivery.

NAME
John Edmun, Principal
CAMPUS
Collegiate Academy and High School

CHISD MISSION	CAMPUS MISSION
To develop resilient scholars who excel academically and are empowered to serve.	Cedar Hill Collegiate Academy and High School is to recognize, support, and promote success for highly motivated self-directed scholars while emphasizing rigor and excellence in academics, integrated technologies, and community service in a culturally diverse collegiate setting.
CHISD VISION	CAMPUS VISION
Unlocking every Longhorn's potential	Cedar Hill Collegiate Academy and High School is to empower scholars with the knowledge, skills, character, and love of learning to be globally competitive and conscientious contributors to the betterment of their communities and society at large.
CHISD MOTTO	CAMPUS MOTTO
Educate. Empower. Inspire.	P3- Pride, Purpose, and Perseverance
STUDENT OUTCOME GOALS	SUPPORTING GOALS
Goal #1 Increase the percentage of scholars graduating College, Career & Military Ready Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level Goal #3 Increase the percentage of Algebra 1 scholars scoring Meets or Above Goal #4 Increase the percentage of scholars participating in extra-curricular or co-curricular activities	Academy- Collegiate Academy MS math teachers will ensure the instructional delivery of researched based strategies(Aggressive Monitoring and RTI - small group instruction) with fidelity within their daily lesson delivery. High- Collegiate HS English I and English II teachers will focus on the instructional delivery of researched based strategies (Annotation, Conferring, and Vocabulary) with fidelity within their daily lesson delivery.



NAME
John Ensley, Principal
CAMPUS
W.S. Permenter Middle School

CHISD MISSION	CAMPUS MISSION
To develop resilient scholars who excel academically and are empowered to serve.	The mission of W.S. Permenter Middle School is to develop lifelong learners through the pursuit of academic excellence, individual leadership, and real life experiences.
CHISD VISION	CAMPUS VISION
Unlocking every Longhorn's potential	Permenter Middle School is a community that ensures all students learn how to be agile, make adjustments, and live free in order to not be bound by societal norms and issues that restrict achievement.
CHISD MOTTO	CAMPUS MOTTO
Educate. Empower. Inspire.	"Excellence At All Times"
STUDENT OUTCOME GOALS	SUPPORTING GOALS
Goal #1 Increase the percentage of scholars graduating College, Career & Military Ready Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level Goal #3 Increase the percentage of Algebra 1 scholars scoring Meets or Above Goal #4 Increase the percentage of scholars participating in extra- curricular or co-curricular activities	W.S. Permenter MS math teachers will implement research-based strategies (Aggressive Monitoring, RTI via Small Group Instruction, Multiple Response Strategies, and Annotation) with fidelity within in their daily lesson delivery.



CEDAR HILL
INDEPENDENT SCHOOL DISTRICT

NAME
Shay Whittaker, Principal
CAMPUS
Cedar Hill High School

CHISD MISSION	CAMPUS MISSION
To develop resilient scholars who excel academically and are empowered to serve.	Cedar Hill High School is a diverse learning community that empowers scholars to embrace a tradition of excellence and prepares them to meet the challenges of the future.
CHISD VISION	CAMPUS VISION
Unlocking every Longhorn's potential	Honor achievement and promote pride in ourselves, in our school, and in our community.
CHISD MOTTO	CAMPUS MOTTO
Educate. Empower. Inspire.	Excellence Everyday in Every Way
STUDENT OUTCOME GOALS	SUPPORTING GOALS
Goal #1 Increase the percentage of scholars graduating College, Career & Military Ready Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level Goal #3 Increase the percentage of Algebra 1 scholars scoring Meets or Above Goal #4 Increase the percentage of scholars participating in extra- curricular or co-curricular activities	Cedar Hill HS math teachers will follow aggressive monitoring protocols with fidelity within their daily lesson delivery.

SPECIAL EDUCATION DETERMINATION STATUS

2021 Special Education Determination Status:

Needs Intervention

VIOLENT OR CRIMINAL INCIDENT REPORT

Disciplinary Incident by Code and Campus 2020 - 2021 Cedar Hill ISD

Action Code and Description	District	Cedar Hill High School	Cedar Hill Collegiate High School	Permenter Middle School	Bessie Coleman Middle School	Collegiate Academy Middle School	Bray Elementary	Plummer Elementary	High Pointe Elementary	Highlands Elementary	Waterford Oaks Elementary	Lake Ridge Elementary	Collegiate Prep Elementary	
04 - Possessed, Sold, Used, Or Was Under	7	5		2										
21 - Violation Of Student Code Of Conduct	577	98		70	261	19	3	25	28	11	20	20	22	
27 - Assault against employee/volunteer	1	1												
28 - Assault against someone other than school	1			1										
41 - Fighting/Mutual Combat	10			29	29		4	2	3	2	4	5		

STUDENT PERFORMANCE IN POST- SECONDARY INSTITUTIONS

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

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	CEDAR HILL ISD							
	057904003 CEDAR HILL COLLEGIATE H S							
	Four-Year Public University	73	15	9	11	22	16	0
	Two-Year Public Colleges	2						
	Independent Colleges & Universities	6						
	Not Trackable	1						
	Not Found	12						
	Total High School Graduates	94						
	057904001 CEDAR HILL H S							
	Four-Year Public University	101	25	19	19	21	15	2
	Two-Year Public Colleges	211	98	33	25	16	15	24
	Independent Colleges & Universities	15						
	Not Trackable	10						
	Not Found	236						
	Total High School Graduates	573						

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.

GLOSSARY

Cover Page

2021 Accountability Rating: Given the impact of COVID-19, all districts, open-enrollment charter schools, and campuses received a label of *Not Rated: Declared State of Disaster* unless the district applied for and received an *Acceptable* campus rating under the optional alternative evaluation for established by [Senate Bill 1365](#). Acceptable campus ratings will be released with the final TAPR in January 2022.

Distinction Designations: Distinction designations were not awarded for 2021.

2021 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local educational 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:

2021 RDA Manual: https://tea.texas.gov/sites/default/files/19_0097_1005-1.pdf

FFY 2019 SPP/APR Methodology: <https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas>

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>

2021 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): 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.

Performance

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:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

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

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS 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/2021/masking.html>.

STAAR Performance (2020–21)

The STAAR Performance section 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 (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS 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 (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

Grade 8 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

Progress (Academic Growth and STAAR Progress Measure) (2018–19)

Due to the lack of 2020 STAAR results, Academic Growth was not calculated for 2021; 2018 and 2019 data are shown.

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.

Bilingual Education/ESL (2020–21)

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

- *BE Trans Early Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

- *BE Dual Two-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.
- *BE Dual One-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

English as a Second Language (ESL): An English acquisition program that enables EB students/ELs to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based.* An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- *ESL Pull-Out.* An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Alternative Language Program (ALP): An alternative language program provided to EB students/ELs for whom the LEA does not have the appropriately certified teachers for the required bilingual education or ESL program for the current school year. This category includes the following:

- *ALP Bilingual (Exception).* An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.
- *ALP ESL (Waiver).* An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

Emergent Bilingual (EB) Students/English Learners (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS),

the terms of “emergent bilingual” and “English learner” have been bridged as EB/EL. The term “English learner” is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as EB students/ELs whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB students/non-ELs).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

STAAR Participation (2020–21)

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, and/or an SAT/ACT. 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 A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) 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), and 5) number of accelerated testers’ EBRW SAT, ELA ACT assessments, ACT science, and mathematics SAT and ACT assessments.

- *Included in Accountability:* scored answer documents
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
 - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
 - ◆ *Other Exclusions.* The following answer documents were excluded from performance calculations:
 - ❖ 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 EB students/ELs who have been in school in the U.S. for one year.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O or accelerated testers without an SAT/ACT assessment

- *Absent*: answer documents with score code A
- *Other*: answer documents with score code O
- 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)

Accelerated Testers: SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school.

Attendance and Graduation

Attendance, Graduation, and Dropout Rates (2020–21)

Attendance Rate: The percentage of days that students were present. The rate for 2019–20 is based on student attendance from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

total number of days that students in grades 1–12 were present during the 2019–20 school year

total number of days that students in grades 1–12 were in membership during the 2019–20 school year

(Data source: PEIMS 42400)

Chronic Absenteeism: The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2019–20 school year

total number of K–12 students enrolled for at least 10 days during the 2019–20 school year

(Data source: 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:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2019–20 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2019–20 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2019–20 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2019–20 school year}}$$

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, 2019–20* 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 [2021 Accountability Manual](#) (Data source: 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 2016–17. They are followed through their expected graduation with the Class of 2020.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2019.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2018.

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 2016–17 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2016–17 but takes 5 years to graduate (i.e., graduates in May 2021) is still part of the 2020 cohort; he or she is not switched to the 2021 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2020. 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, 2020 for the 2020 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2020 cohort*}}$$

- (2) *Received TxCHSE*: For the 2020 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2020. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2020}}{\text{number of students in the 2020 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2020 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\text{number of students in the 2020 cohort}^*}$$

- (4) *Dropped Out*: The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2020–21 school year}}{\text{number of students in the 2020 cohort}^*}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2020 cohort. It is calculated as follows:

$$\frac{\text{number of students from the 2020 cohort who received a high school diploma by August 31, 2020 plus number of students from the cohort who received a TxCHSE by August 31, 2020}}{\text{number of students in the 2020 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2020 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year} \end{array}}{\text{number of students in the 2020 cohort}^*}$$

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2020, for the 2019 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2019 cohort}^*}$$

- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2020

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 2020–21 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

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 2020–21 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2020–21 school year

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:

number of students from the cohort who received a high school diploma by August 31, 2020
plus

number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2019 cohort*

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020
plus

number of students from the cohort who received a TxCHSE by August 31, 2020
plus

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2019 cohort*

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2020, for the 2018 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2018 cohort*}}$$

- (2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2020}}{\text{number of students in the 2018 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\text{number of students in the 2018 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2020–21 school year}}{\text{number of students in the 2018 cohort*}}$$

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2020} \end{array}}{\text{number of students in the 2018 cohort*}}$$

- (6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year} \end{array}}{\text{number of students in the 2018 cohort}^*}$$

- * 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 reports show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2020 cohort}^{**}}$$

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 2019–20*. (Data source: 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 2020) 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 2020 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2020 with reported graduation plans
(excludes graduates with FHSP degree plans)**

FHSP-E Graduates (Longitudinal Rate) 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 2020 who complete a 4-year FHSP-E

number of graduates in the Class of 2020 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) 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 2020 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2020 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) 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 in the Class of 2020 who complete a 4-year RHSP or DAP or
FHSP-E or FHSP-DLA**

number of graduates in the Class of 2020 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP

**number of graduates in SY 2019-20 with reported graduation plans (excludes graduates with
FHSP degree plans)**

FHSP-E Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2019-20 who earn an FHSP-E

number of graduates in SY 2019-20 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2019-20 who earn an FHSP-DLA

number of graduates in SY 2019-20 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2019-20) The percentage of graduates 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 2019-20 reported with graduation codes for RHSP or DAP
or FHSP-E or FHSP-DLA**

number of graduates in SY 2019-20 with reported graduation plans

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, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the class of 2020. See the [Texas Education Data Standards](#) for more information. (Data source: PEIMS 40203)

For additional information about graduation programs please see
https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile (2020–21)

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 2019-20 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: PEIMS 40203)

Special Education: The population of students served by special education programs. (Data source: 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: PEIMS 40100 and STAAR)

number of students in the 2019-20 school year eligible for free or reduced-price lunch or other public assistance

total number of students

EB (Emergent Bilingual) Students/EL (English Learners): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. (*Data source: 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: PEIMS 40100*)

number of students in the 2019-20 school year considered as at risk

total number of students

Postsecondary Readiness

College, Career, and Military* Readiness (CCMR) (2020–21)

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: 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: 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 Degree:** A graduate earning an associate degree prior to graduation from high school. (*Data source: 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: 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: PEIMS 40203)*
- 8) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced diploma plan and is identified as a current special education student *(Data source: PEIMS 40203 and 40110)*
- 9) **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)*
- 10) ***Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: PEIMS 40203)*

**Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.*

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 nine criteria 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, or 9. *(Data source: PEIMS 43415, THECB, College Board, ACT, IB, and 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

The percentages are calculated as follows:

English Language Arts.

number of 2019-20 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 2019-20 annual graduates

Mathematics.

number of 2019-20 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 2019-20 annual graduates

Both Subjects.

number of 2019-20 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 2019-20 annual graduates

Either Subject.

number of 2019-20 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 2019-20 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: PEIMS 43415*)

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{number of 2019-20 annual graduates}}$$

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*)

$$\frac{\text{number of 2019-20 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2019-20 annual graduates}}$$

Associate Degree: The percentage of annual graduates who earned an associate degree before graduation. (*Data source: PEIMS 40100*)

$$\frac{\text{number of 2019-20 annual graduates who earned an associate degree before graduation}}{\text{number of 2019-20 annual graduates}}$$

Associate Degree but not Career/Military Ready: The percentage of annual graduates who met associate degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

Associate Degree and Career/Military Ready: The percentage of annual graduates who met associate degree criteria 4 and career or military ready criteria 6, 7, 8, or 9 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*)

$$\frac{\text{number of 2019-20 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2019-20 annual graduates}}$$

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, or 9 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 *2021 Accountability Manual*. (*Data source: PEIMS 48011*)

number of 2019-20 annual graduates who earned an approved industry-based certification

number of 2019-20 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 *2021 Accountability Manual*. (Data source: PEIMS 40203)

number of 2019-20 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2019-20 annual graduates

Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced diploma plan and identified as a current special education student (Data source: PEIMS 40203 and 42401)

number of 2019-20 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student

number of 2019-20 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 2019-20 annual graduates who earned a level I or level II certificate

number of 2019-20 annual graduates

CCMR-related Indicators (2020–21)

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

number of 2019-20 annual graduates who met the TSI criteria on the TSIA

number of 2019-20 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: PEIMS 43415)

English Language Arts.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2019-20 annual graduates

Mathematics.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC
§28.014 in mathematics

number of 2019-20 annual graduates

Both Subjects.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC
§28.014 in ELA and mathematics

number of 2019-20 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 2019-20 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts

number of students in grades 11 & 12 in the 2019-20 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 2019-20 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 2019-20 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 2019-20 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 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 the 2019-20 school year 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 the 2019-20 school year 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 the 2019-20 school year 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 the 2019-20 school year 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

Social Studies

number of 11th and 12th graders in the 2019-20 school year 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 PEIMS 40110*)

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 2019-20 graduates who took either the SAT or the ACT

number of 2019-20 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 2019-20 graduating examinees who scored at or above the criterion
score on either the SAT or the ACT

number of 2019-20 graduating examinees taking either the SAT or the ACT

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.

- (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.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2019-20 graduates who took the SAT

number of 2019-20 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.

sum of SAT evidence-based reading and writing scores of all 2019-20 graduates who took the SAT

number of 2019-20 graduates who took the SAT

- (3) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800.

sum of SAT mathematics scores of all 2019-20 graduates who took the SAT

number of 2019-20 graduates who took the SAT

(Data source: College Board and 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.

sum of ACT composite scores of all 2019-20 graduates who took the ACT

number of 2019-20 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.

sum of ACT English and reading combined scores of all 2019-20 graduates who took the ACT

number of 2019-20 graduates who took the ACT

- (3) *Average ACT Score (Mathematics)*: The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

- (4) *Average ACT Score (Science)*: The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

Other Postsecondary Indicators (2020–21)

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 A 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 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: PEIMS 43415)

Any Subject

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2019-20}}$$

English Language Arts

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2019-20}}$$

Mathematics

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2019-20}}$$

Science

number of students in grades 9–12 in 2019-20 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 2019-20

Social Studies

number of students in grades 9–12 in 2019-20 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 2019-20

(Data source: PEIMS 43415)

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: PEIMS 40100, 40203, and 42400)

number of in 2019-20 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 in 2019-20 annual graduates

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 2018-19 school year who attended a public or independent
college or university in Texas in the following academic year

number of graduates during the 2018-19 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 2018-19 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 2018-19 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 THECB at (512) 427-6153.

Profile

Student Information (2020–21)

Please note, the Enrollment section of this report was created in 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to reports prior to 2019–20, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 30, 2020).

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: PEIMS 40110*)

Students by Grade: The count of students in each grade divided by the total number of students. (*Data source: 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: PEIMS 40100, 30040, 30050, 30090*)

Male/Female: The number and percentage of students who are identified as male or female. (*Data source: 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: PEIMS 40100*)

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. *(Data source: PEIMS 40110)*

Emergent Bilingual Students (EB)/English Learners (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English.

The percentage of EB students/ELs is calculated by dividing the number of EB students/ELs by the total number of students in the district or campus. Not all students identified as EB students/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](#). 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:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2020–21, 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: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with dyslexia. *(Data source: 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: 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: PEIMS 40100)*

Immigrant: The count and percentage of students identified under the definition found under Title III of the Elementary and Secondary Education Act (ESEA), 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 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: 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: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under ESEA, Title I, Part A. *(Data source: 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: 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 2020–21 school year considered as at risk

total number of students

(Data source: PEIMS 40110)

Student by Instructional Program: The count and percentage of students served in programs and/or courses for bilingual/ESL education, gifted and talented education, or special education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: PEIMS 40110, 41163 and 41169)*

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) 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 (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (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 (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: 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 2019–20

**number of students who were in membership at any time during the
2019–20 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 emergent bilingual 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: PEIMS 42400)*

Attrition Rates: The percentage of students enrolled in fall 2019–20 who did not return to the same campus in the fall of 2020–21. 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 2019–20 that was no longer active in 2020–21. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2019} - \text{number of students who returned in fall 2020}}{\text{number of students enrolled in fall 2019}}$$

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2020 in the same grade in which they were reported for the last six-week period of the prior school year (2019–20).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2019–20, available from TEA. (*Data source: PEIMS 40110*)

Data Quality (*not on campus profile*): The percentage of errors made by the district in the 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 2019–20 the end of the school-start window was September 25, 2020.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2019–20 school year}}$$

(*Data source: Texas High School Equivalency Certificate Information File; 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).

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, the average is determined based 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: PEIMS 30090)

Staff Information (2020–21)

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: 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 PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: 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 B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

Auxiliary Staff (*not on campus profile*): The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the 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: 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, if an FTE count is 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 B for PEIMS Role IDs (Professional Support Staff). (*Data source: 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: 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: 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: 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, 21–30 years, and over 30 years. (*Data source: PEIMS 30040, 30050, and 30090*)

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. (*Data source: 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.

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: 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: 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: 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, 21–30 years, and over 30 years. *(Data source: 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 B for lists of the 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.

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 2019–20 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: PEIMS 30040, 30050, and 30090*)

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21. It is calculated as the total FTE count of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21, divided by the total teacher FTE count for the fall of 2019–20. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: 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 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: 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. (*Data source: PEIMS 30055*)

Teachers by Program (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (*Data source: PEIMS 30040, 30050, and 30090*)

Appendix A

Advanced Academic Courses

- All courses shown were for the 2019–20 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 LEVEL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
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
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
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH 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, PRINCIPLES OF DANCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART: DRAWING PORTFOLIO
A3500400	AP STUDIO ART: 2-DIM DESIGN PORTF
A3500500	AP STUDIO ART: 3-DIM DESIGN 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
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

Science

I3060001	IB SPORTS EXERCISE & HEALTH SCI ST LVL
I3060002	IB SPORTS EXERCISE & HEALTH 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 & DESIGN II
13037220	SCIENTIFIC RESEARCH & DESIGN III
13037300	ENG DESIGN & PROBLEM 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: ELECTRICITY & MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRONMENTAL SYSTEMS & SOCIETY STANDARD LEVEL
I3030001	IB DESIGN TECHNOLOGY STANDARD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHER LEVEL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGLISH LANGUAGE
I3302300	IB SOC & CULTURAL ANTHROLOGY STANDARD LEVEL
I3302400	IB SOC & CULTURAL ANTHROLOGY HIGHER LEVEL
I3302500	IB GLOBAL POLITICS STANDARD LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LEVEL
N1290325	IB BUSINESS & MANAGEMENT STANDARD LEVEL
N1290326	IB BUSINESS & MANAGEMENT HIGHER LEVEL
03310301	ECONOMICS ADVANCED STUDIES (1ST)
03380001	SOCIAL STUDIES ADVANCED STUDIES (1ST TERM)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVERNMENT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WORLD GEOGRAPHY)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HISTORY AFRICA & MIDDLE EAST HIGHER LEVEL
I3301300	IB HISTORY OF AMERICAS HIGHER LEVEL
I3301400	IB HISTORY ASIA & OCEANIA HIGHER LEVEL
I3301500	IB HISTORY 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
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
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
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
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

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

Appendix B

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.....LSP/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
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
115.....	Psychiatric Nurse
116.....	Licensed Clinical Social Worker
117.....	Licensed Professional Counselor
118.....	Licensed Marriage & Family Therapist
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.

3. CLOSED SESSION

Recess to Executive Session, pursuant to Texas Open Meetings Act, Texas Government Code Section:

551.071) Private consultation with the board's attorney, and

551.072 Deliberation regarding real property

551.074) To deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee.

551.082) Considering discipline of a public school child, or complaint or charge against personnel.

If, during the course of the meeting, the Board of Trustees should determine that a closed session is required, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section listed above.

The Board will vote on matters in Open Session considered in Closed Session or matters considered if the Board enters into a Closed meeting during the meeting, if applicable.

4. PUBLIC SESSION

4.A. Pledge to Flags

4.B. Prayer

5. COMMUNICATIONS/RECOGNITIONS (information only)

5.A. Advanced Academics - Efficiency Report

Presenter: Ms. Natalie Garrett, Innovation Coordinator

Cedar Hill Independent School District

BOARD OF TRUSTEES

Meeting Date: March 21, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Innovation Department Advanced Placement Efficiency Report

Information

BACKGROUND INFORMATION: This is to provide an update on the Advanced Placement Efficiency Report (DER). Dates included in this updated report are March 2021 to March 2022.

RECOMMENDATION: Information Only

BOARD ACTION REQUIRED: None

POLICY AUTHORIZATION: None

CONTACT PERSON: Natalie M. Garrett, Innovation Coordinator

FUNDING SOURCE: None

ENCLOSURES: [Advanced Placement Efficiency Report \(DER\)](#)



CEDAR HILL ISD

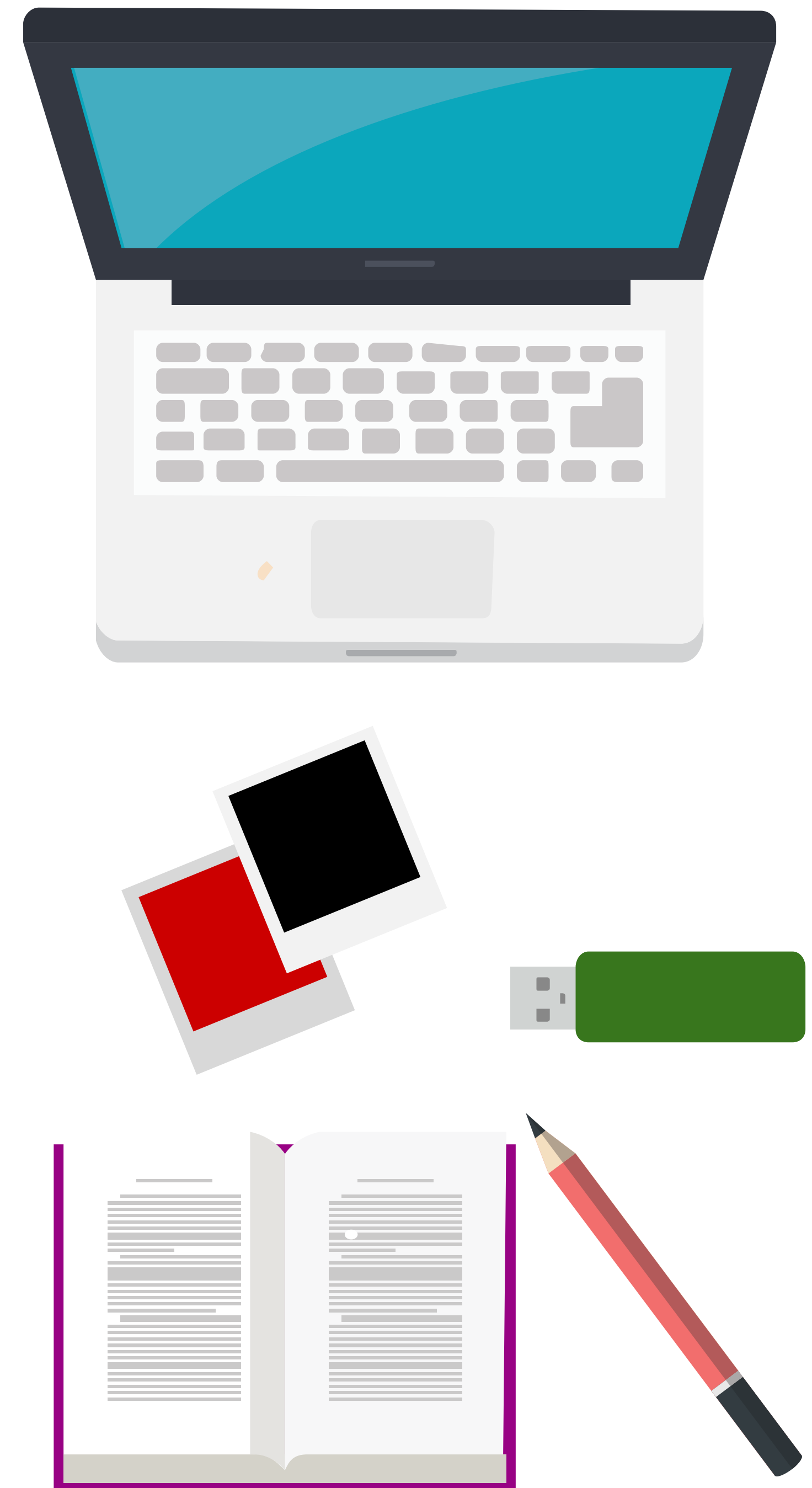
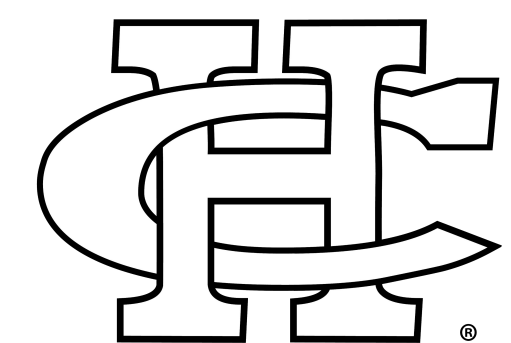
DEPARTMENT EFFICIENCY REPORT

Natalie Garrett
Innovation Coordinator



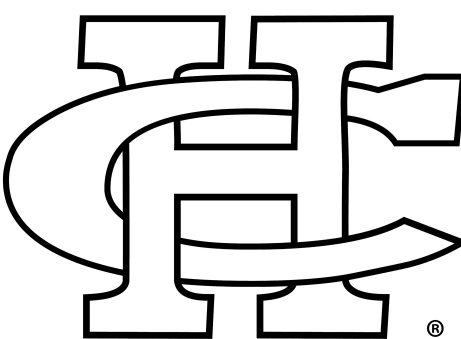
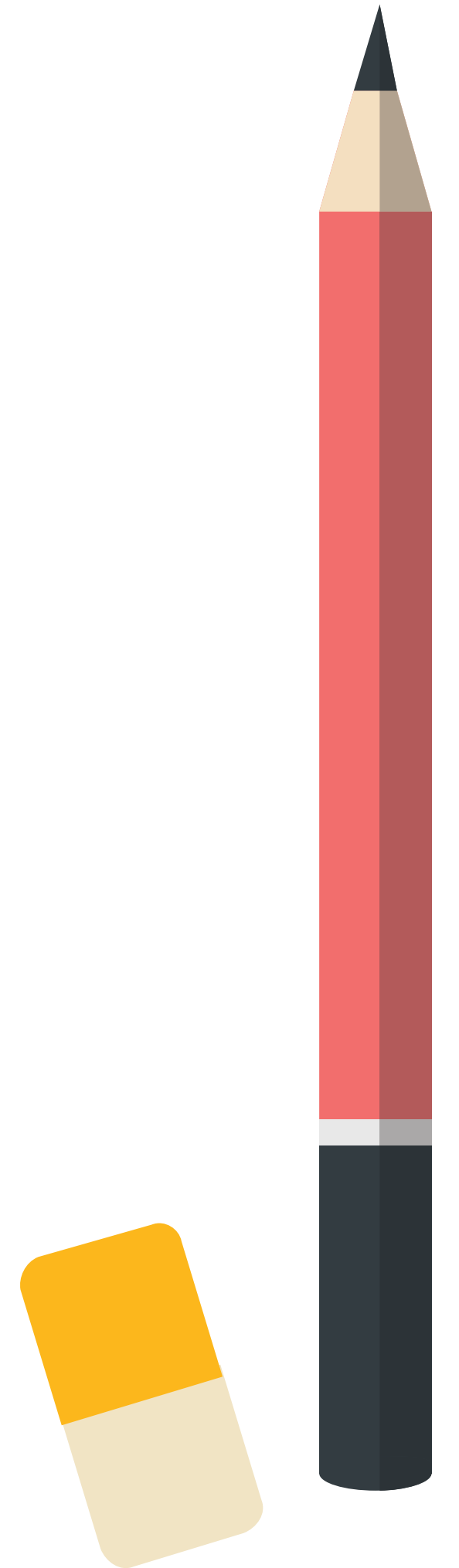
Executive Summary

As defined by the Texas Education Agency (TEA), “Advanced Academics includes courses, programs, assessments, services and supports that provide opportunities for students to demonstrate college and career readiness and earn postsecondary credit.” Cedar Hill ISD advanced placement programs are designed to support gifted, high-achieving, or motivated students toward mastery performance in differentiated or accelerated learning environments. Advanced courses, offered from 6th to 12th grade, provide gifted and high achieving students with authentic experiences and instruction that adds depth to content mastery while allowing students to creatively explore their passions.



AWARDS/RECOGNITIONS & PRESENTATIONS -

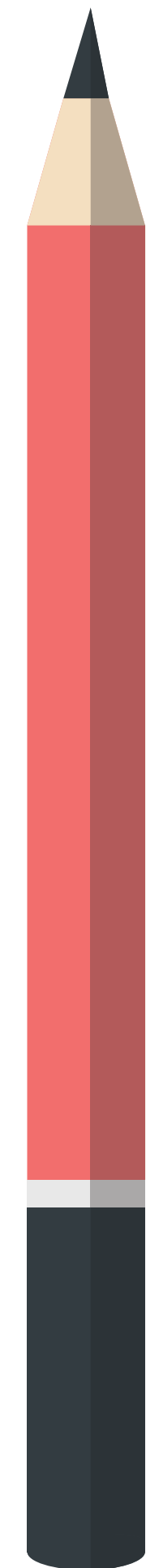
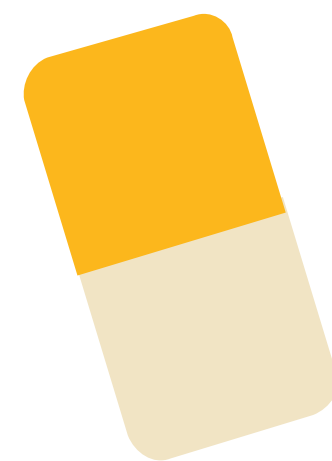
- \$8,600 Awarded to scholars for Passing AP Social Studies Exams by Cedar Hill ISD
- \$2400 Awarded to scholars for Passing AP Math, Science, and English Exams by National Math & Science Initiative (NMSI)
- \$20,000 Awarded by to AP Teachers Honorariums by National Math & Science Initiative (NMSI)
- \$8500 Awarded to Leadership Team Honorariums by National Math & Science Initiative (NMSI)
- Opportunity for CHHS to continue the National Math & Science Initiative (NMSI) Grant for next year



AWARDS/RECOGNITIONS & PRESENTATIONS -

Collegiate HS

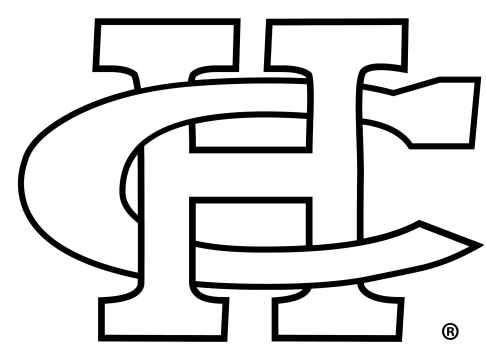
- **AP Scholars with Distinction**
 - Paula Gallegos Perez - 12th
- **AP Scholar with Honors**
 - Giselle Ramirez - 10th Grade
- **AP Scholar**
 - Lewis Liu - 10th Grade
 - Josh Porter - 10th Grade
 - An Rahlan - 10th Grade
 - Victor Uche - 10th Grade



Cedar Hill High School

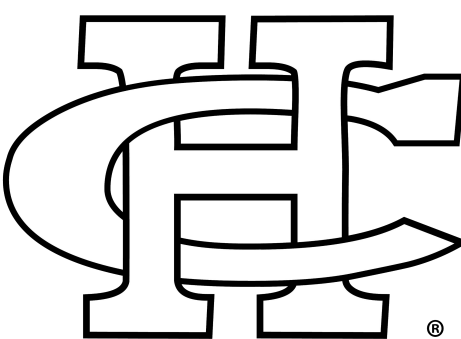
- **AP Capstone Diploma**
 - Carah Allen - 11th Grade
- **AP Seminar and Research Certificate**
 - Brennan Casey - 11th Grade
 - Diana Herrera - 10th Grade
- **AP Scholars with Distinction**
 - Carah Allen - 11th Grade
- **AP Scholar**
 - Ford Blunt IV - 10th Grade
 - Brennan Casey - 11th Grade
 - Emma Hernandez - 12th Grade
 - Ethan Jausions - 11th Grade
 - Imasekha Osunde - 12th Grade
 - Mya Peyton - 12th Grade
 - Emily Sanders - 12 Grade
 - Jolie Sanders - 12th Grade

	Criteria
AP Scholar	Granted to students who receive scores of 3 or higher on three or more AP Exams.
AP Scholar with Honor	Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.
AP Scholar with Distinction	Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.
AP Capstone Diploma	Granted to students who earn scores of 3 or higher in AP Seminar and AP Research and on 4 additional AP Exams of their choosing
AP Seminar and Research Certificate	Granted to students who earn scores of 3 or higher in both AP Seminar and AP Research.



“ONE THING”

- Increase qualifying scores across all demographics by 10%
- The campus will increase student accountability and investment for testing by providing monthly motivation and celebration incentives post exam
- Provide two parent informational meetings each semester to increase knowledge of advanced placement benefits and goals

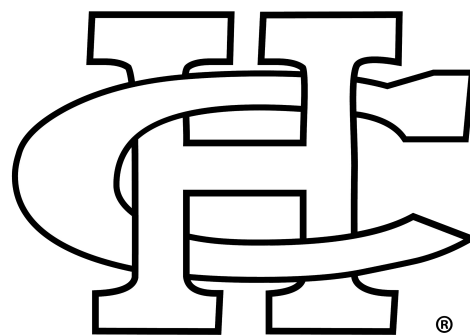


Department Staffing

Natalie Garrett,
Innovation Coordinator



Cedar Hill High School	
Campus AP Coordinator	Dr. Trevena Taylor
AP English Language	Joy Hampton
AP English Literature	Sandra Magee
AP Calculus	Jonathan Arrington
AP Environmental Science	Holly Brookman
AP Chemistry	Michael McKinney
AP Biology	LaToya Smith
AP Physics	Cassandra Johnson
AP US History, AP Macroeconomics, AP Government & Politics	Paul Judd
AP World History	James Boddie
AP Human Geography	Michael Clear
AP Psychology	Jesse Turner
AP Music Theory and Honors	Elizabeth Judd
AP Art & Design	Danielle Grays-Johnson
AP Spanish Language	Maria Blankenship
AP Capstone	Holly Brookman

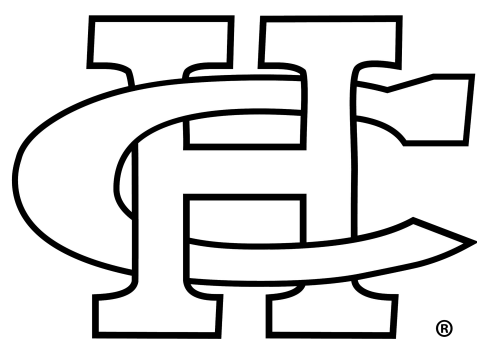


Department Staffing

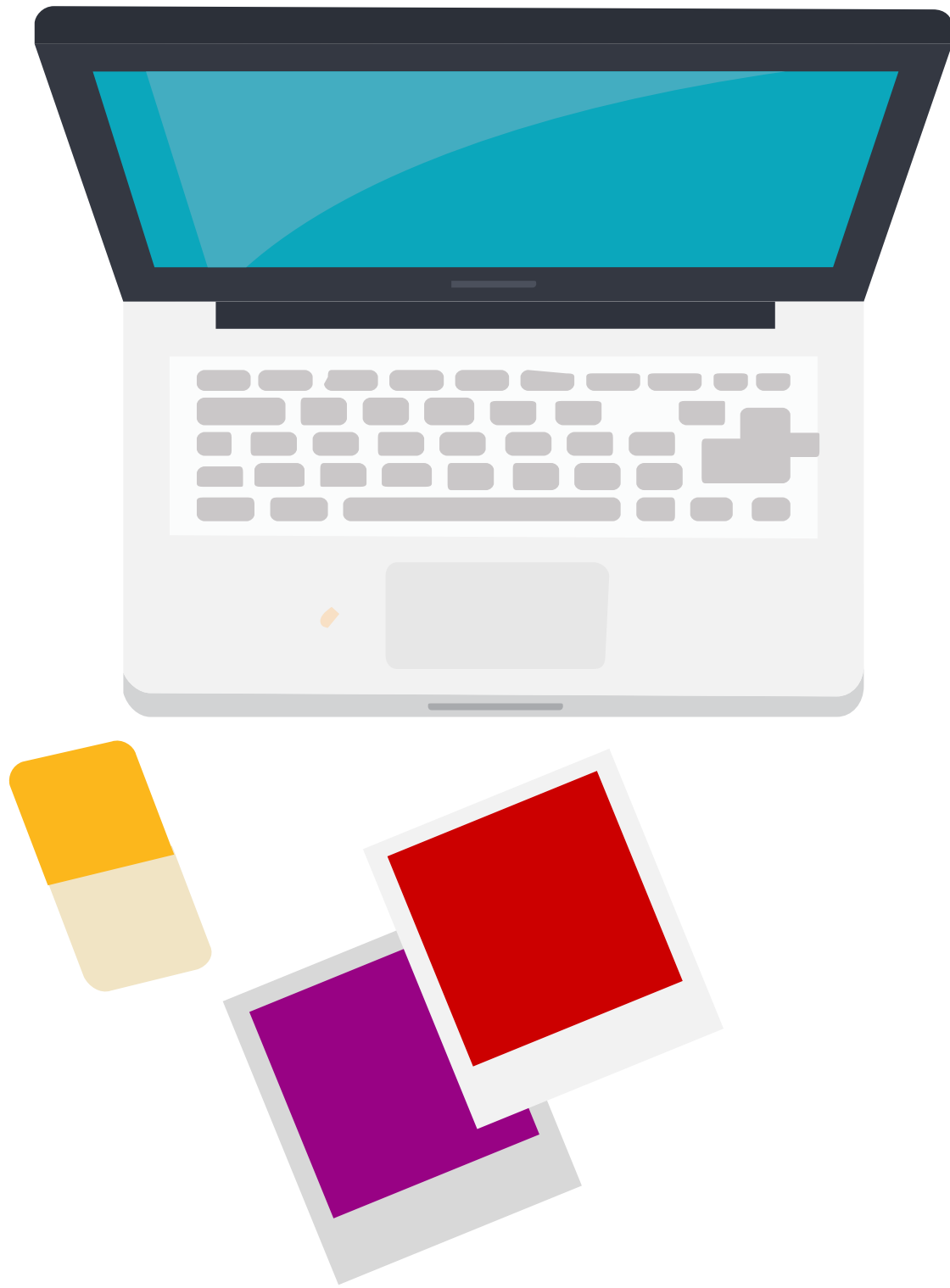
Natalie Garrett,
Innovation Coordinator



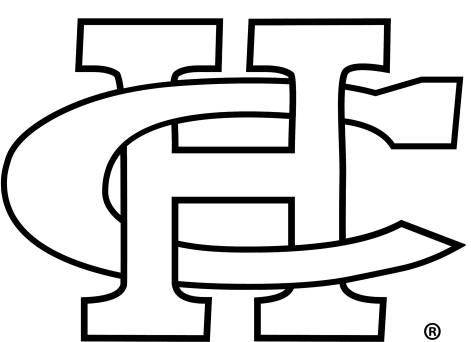
Cedar Hill Collegiate High School	
Campus AP Coordinator	Dr. Coletha Johnson
AP English Language	Rashonda Blair
AP Human Geography	Tanner Garrett
AP World History	Ian Fried
AP Calculus	KeShun Williams
AP Spanish Language	Juana Rodriguez



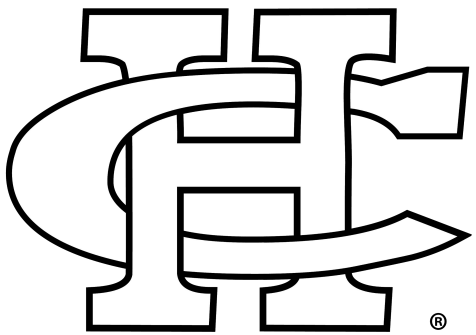
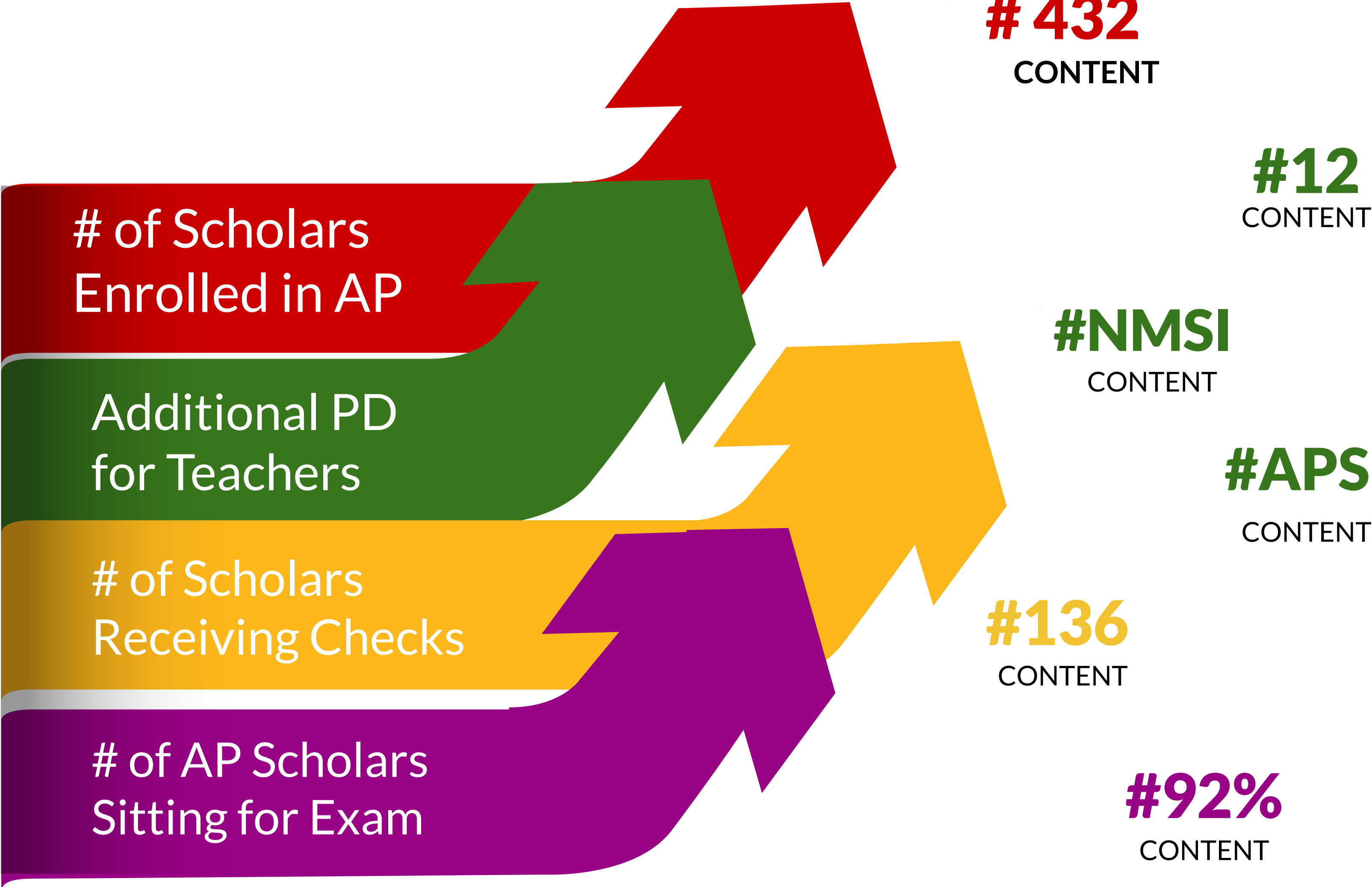
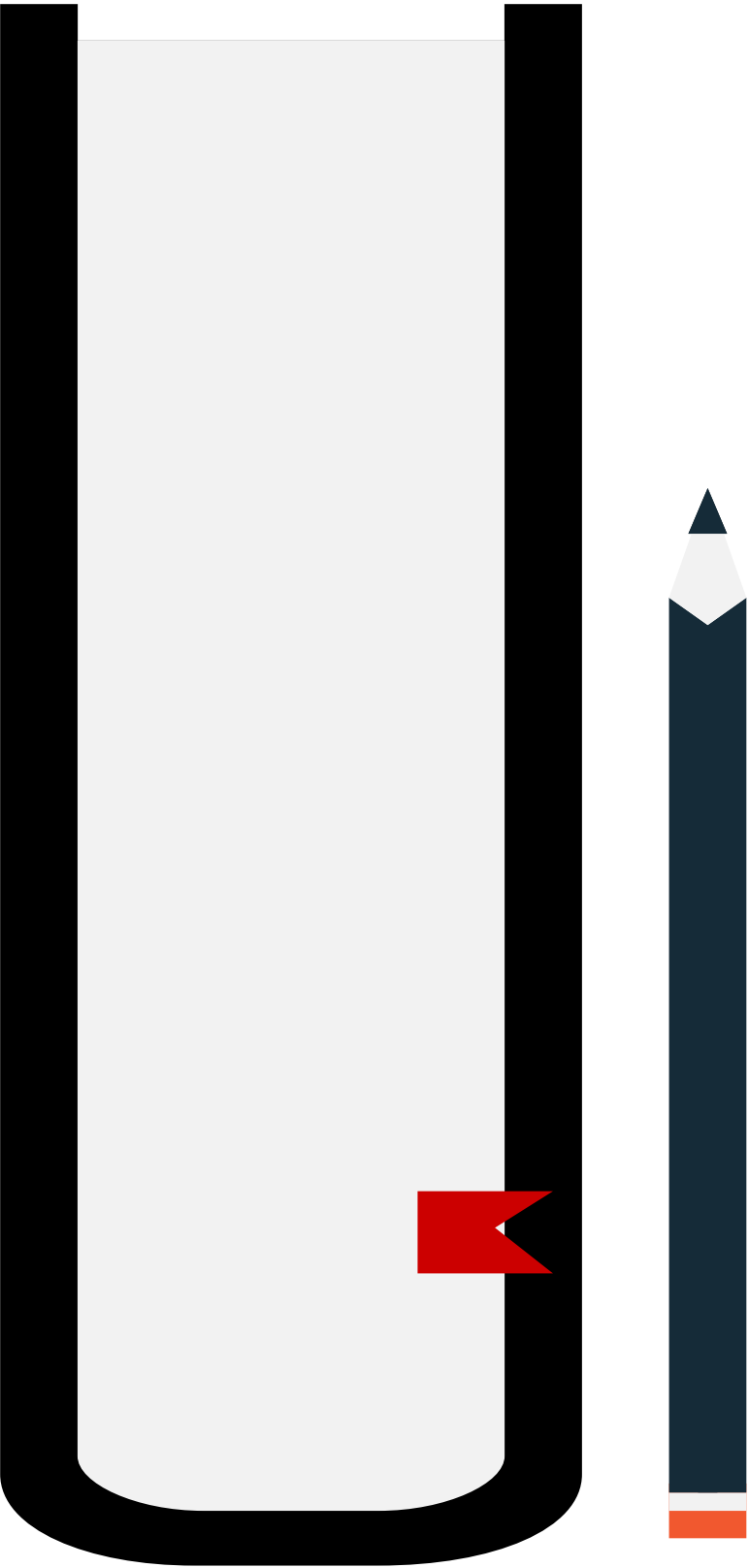
DEPARTMENT FUNCTIONS



- Works collaboratively with campus AP Coordinators to implement and instructional support AP campus programming
- Coordinates and Provides AP Professor Professional Development Opportunities throughout the year
- Works collaboratively with secondary district instructional coordinators to guide the selection and inventory of textbooks, hardware, software and other teaching materials for the AP program
- Coordinates Honors and AP Summer Bridge opportunities for AP scholars



DATA



\$16,000 NMSI Grant Match

\$90,000 Exam Fees for AP Testing

\$5,000 APSI (Advanced Placement Summer Institute) for Instructors

\$8,600 AP Scholar Checks

NMSI PROVIDES \$154,000 ANNUALLY FOR:

- AP Math, Science, and ELA Scholars Live and On Demand Study Sessions
- AP Professor Live and On Demand Teacher Sessions
- AP Professor Summer Institute Sessions
- 3rd-12th grade Elementary and Honors Professor Laying the Foundation Summer Sessions
- AP Professor Honorariums
- AP Leadership Honorariums
- AP Scholar Checks



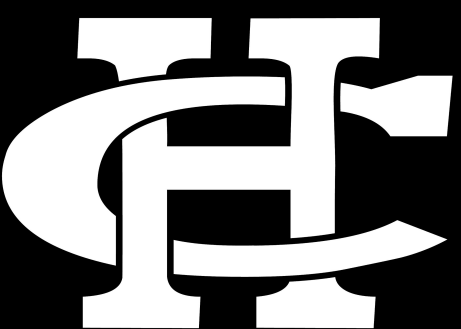
ANNUAL BUDGET
NATIONAL MATH & SCIENCE INITIATIVE (NMSI) GRANT



- Move the AP program model to a highly supportive, systemic, and sustaining program model that results in access and performance;
- Increase qualifying scores across all demographics;
- Increase student accountability and investment for testing performance;
- Increase parent and student awareness around AP goals and student benefits

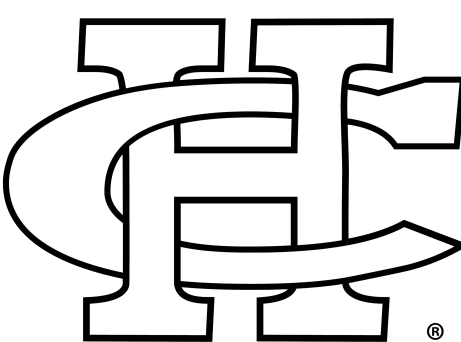
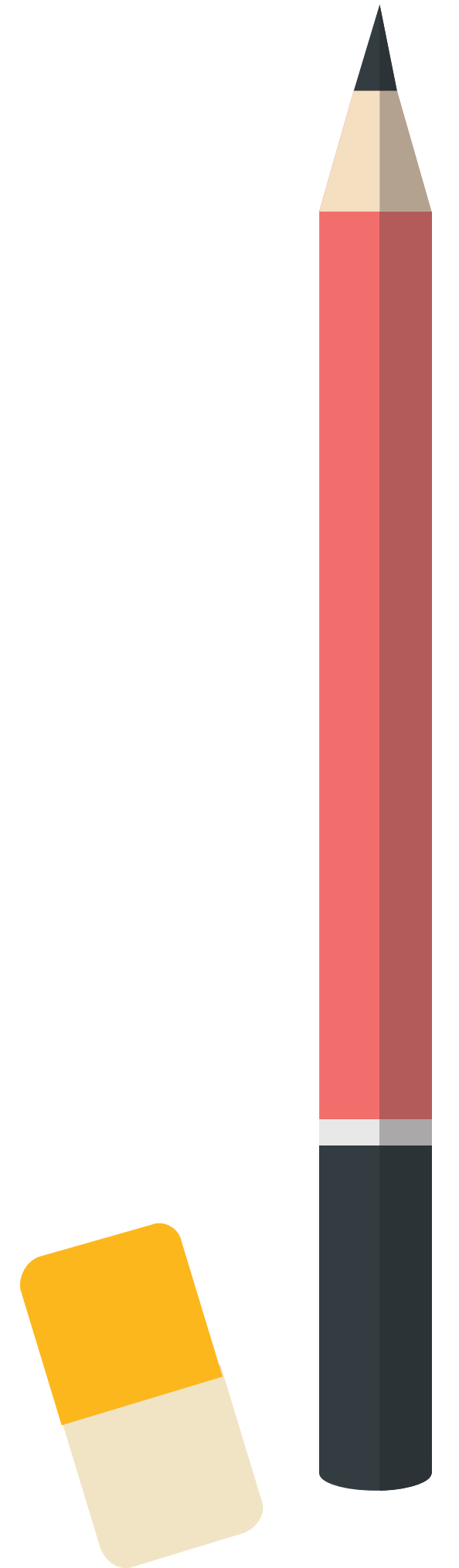


EFFECTIVENESS INDICATORS



DEPARTMENT CHALLENGES

- Scholars focus regarding about college readiness or AP, taking AP classes just for the rank, and about taking the AP Exam
- Clearly defining the roles of the AP department
- Alignment and application of district programming K-12 with the opportunity for all scholars to participate



Goal #1: Increase total district-wide performance by $\geq 10\%$ for students earning a passing score (≥ 3) on the 2022 AP Exams.

- **Strategies**

- o Encourage AP Teachers applying to be College Board Exam Raters
- o Host GT and AP parent & student information nights/symposiums no later than December
- o Audit all district systems to identify strengths and targeted areas for immediate support; recommendations submitted to Assistant Superintendent of Academics by December
- o Teacher Professional Development on CCMR and Advanced Placements role in CCMR; Complete CCMR Report by February
- o Host Super Saturdays and/or AP Test Prep for scholars prior to AP Exam administration
- o Provide intensive College Board training to all teachers who teach AP courses
- o Observe all campuses quarterly and submit recommendations to campus leadership

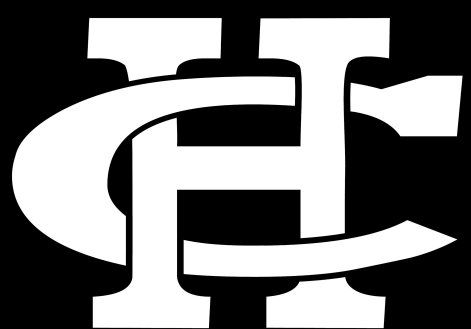
Goal #2: Reduce equity gap of AP participants by 5% from prior years exam results

- **Strategies**

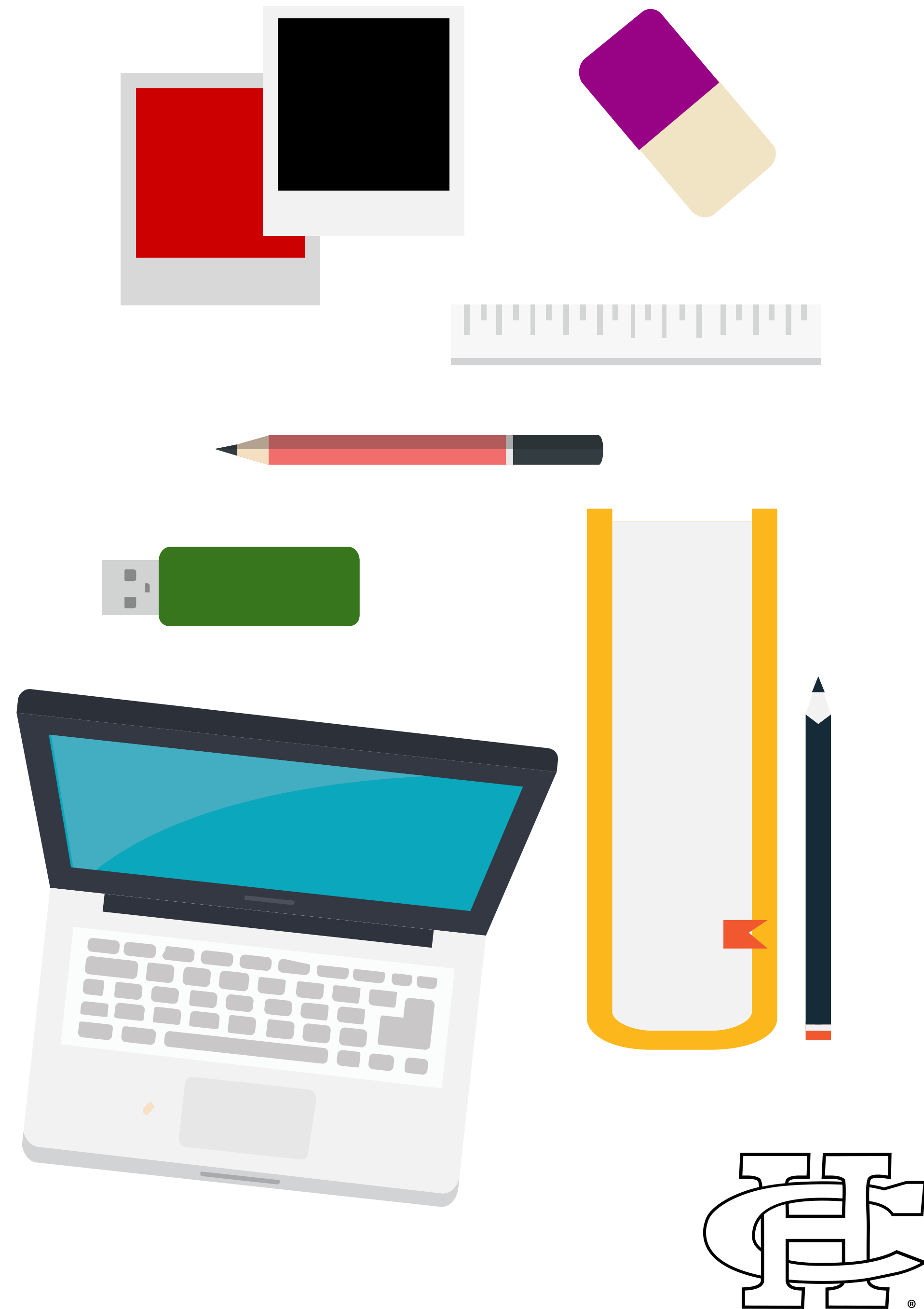
- o Utilize AP Potential in conjunction with PSAT 8/9 (October) and PSAT NMSQT (March) to support an increase in student enrollment
- o Meet with GT teams from each campus at least twice per semester to discuss campus GT supports, best practices, and needed improvements
- o Host AP recruitment events for potential AP students by April 2020



VISION FOR THE FUTURE



QUESTIONS



5.B. STEM Quarterly Report

Presenter: Ms. Tyesha Lowe, Executive Director of Innovation

**Cedar Hill Independent School District
BOARD OF TRUSTEES**

Meeting Date: March 21, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Innovation STEMspired Department Efficiency Report Update

Information

BACKGROUND INFORMATION: This is to provide an update to the previously presented Innovation Department STEMspired Efficiency Report (DER). Dates included in this updated report are September 2021 to March 2022.

RECOMMENDATION: Information Only

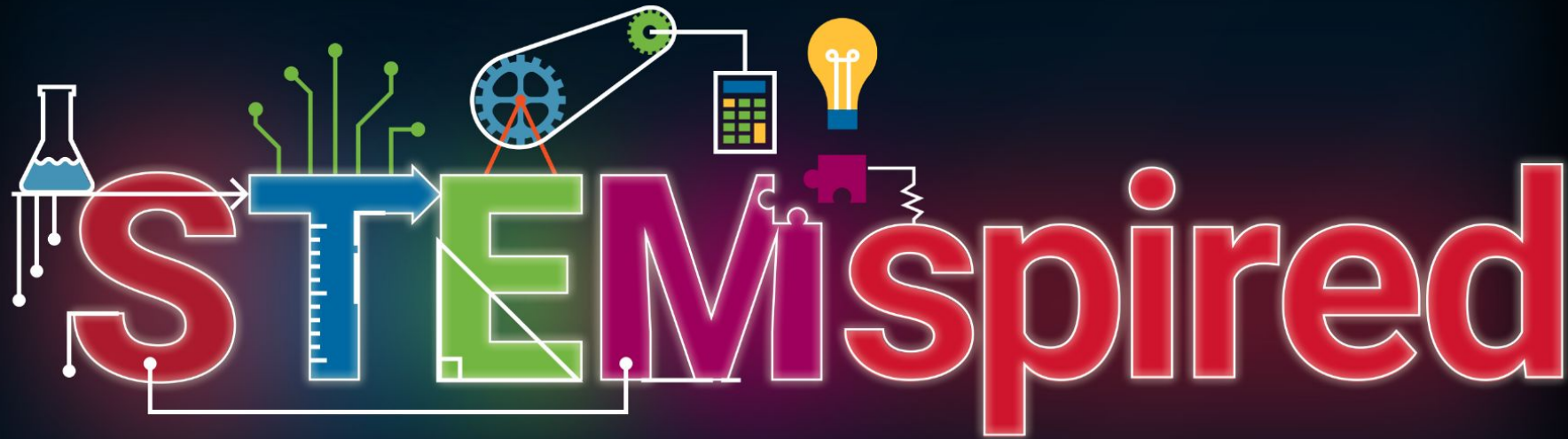
BOARD ACTION REQUIRED: None

POLICY AUTHORIZATION: None

CONTACT PERSON: Tyesha Smith-Lowe, Executive Director of Innovation

FUNDING SOURCE: None

ENCLOSURES: STEMspired Quarterly Update #2 3.21.22



Quarterly Update #2

Tyesha Smith Lowe, Executive Director of Innovation



STEMspired is Cedar Hill ISD's mindset of systemwide STEM implementation. It derives from the district's motto of Educate. Empower. Inspire, and means science, technology, engineering and math education that arises from an external creative impulse.



STEMspired Implementation Project Timeline



District Vision
District structure/systems design
Budget/Finance Systems
STEM PD-Central Staff & Leadership Team
Change Management PD
Campus Implementation Strategy
Partner Engagement

PHASE 1
March - May 2021



STEM PD-PBL/CBE CIA & implementation evaluation
Campus Capacity-Building
Dual Credit/AP/CTE Expansion
STEM Culture Development
Partnership Development & Onboarding
STEM Summer Programming

PHASE 2
May - August 2021



Campus Implementation-STEM CIA, evaluation & culture development
T-STEM Designation Process
On-going PD
Partner Engagement
Baseline Data Collection
Risk & Mitigation Planning

PHASE 3
August - December 2021



Campus Implementation cont.
PD-STEM Design Part II
Data Analysis and CI
Year 2 STEM Proposals
Communication/Storytelling
Work Based Learning
T-STEM Designation at CHHS

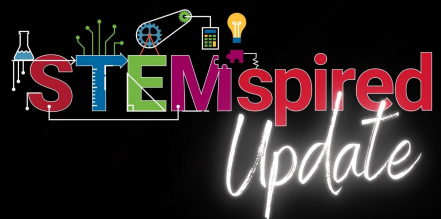
PHASE 4
January 2022 - May 2022

Science Instructional Supports

STEM Inspired
Update



Elementary STEMspired Clubs



Project Based Learning Professional Development

STEM Inspired
Update

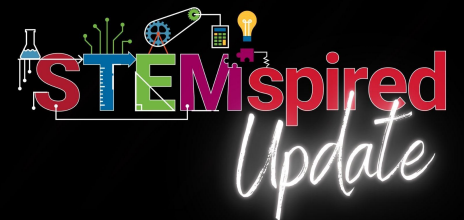




STEMspired Family Nights

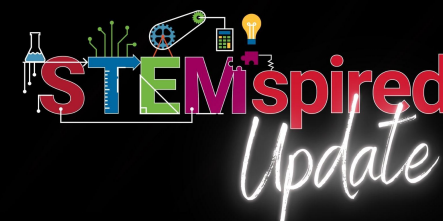


Lake Ridge Elementary
High Pointe Elementary
Highlands Elementary
Bray Elementary
Collegiate Prep
Bessie Coleman Middle School





STEMspired Principal Learning Sessions

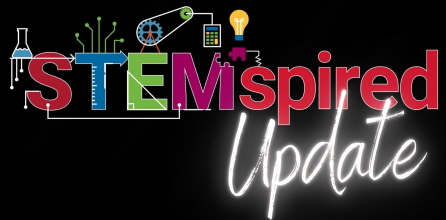


STEM Center Dedication

STEM Inspired
Update



STEMspired Saturdays



STEMspired Saturday: Teacher Edition
Elementary & Middle School Teachers

STEMspired Saturday: Scholar Edition
Elementary Scholars (Kinder - 5th)



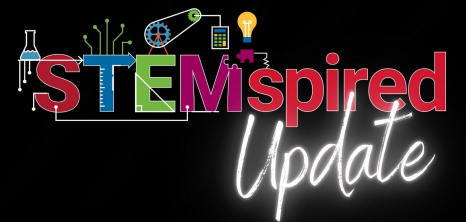
STEMspired Saturday: Scholar Edition
Secondary Scholars (8th - 12th)



Dr. Peggy M. Wilson STEM Center



Biomedical Science
Engineering
Audio Visuals in Makerspace
STEM Center Phase II

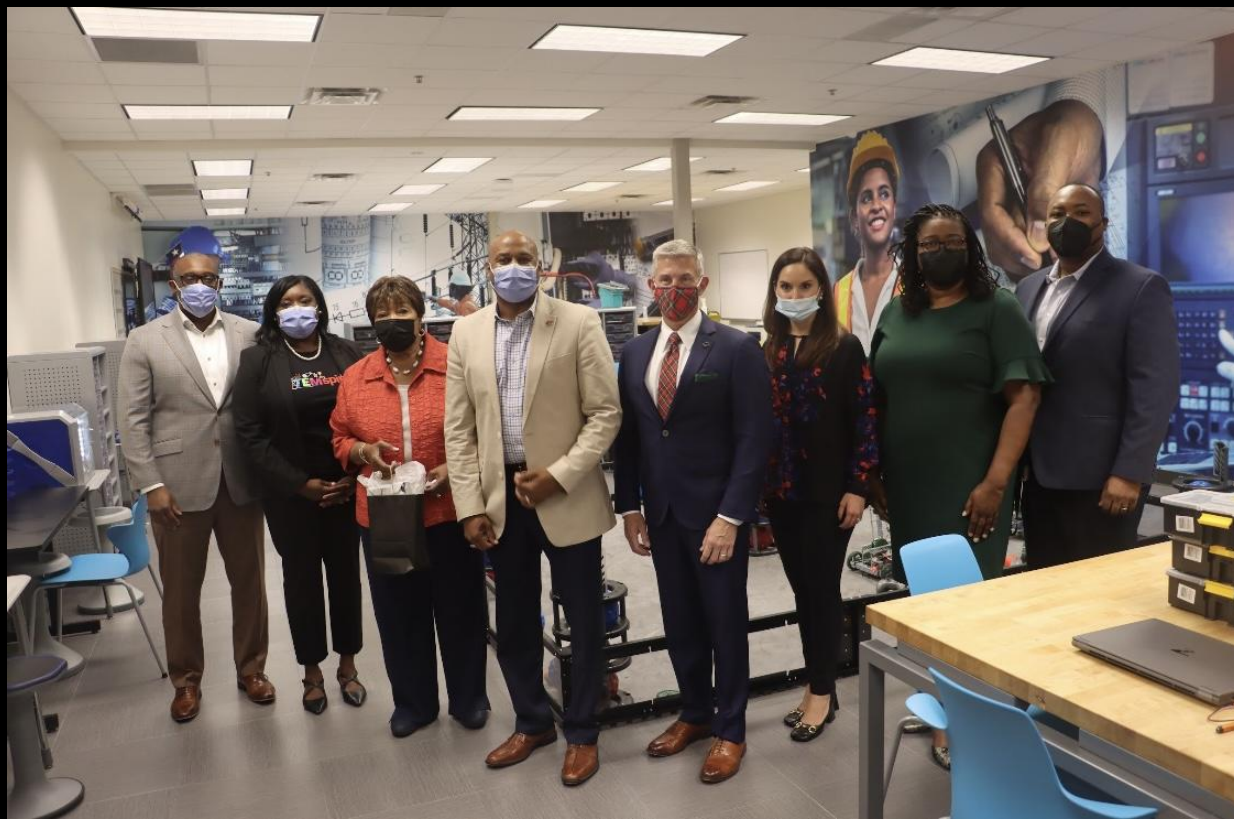




Community Engagement & Business Partnerships

UT Southwestern Medical Center
Esposure Inc.
Perot Museum
Cedar Hill Economic Development
TAMU AgriLife - DFW Hunger
Summit
Clear Scope Media
Educate Texas

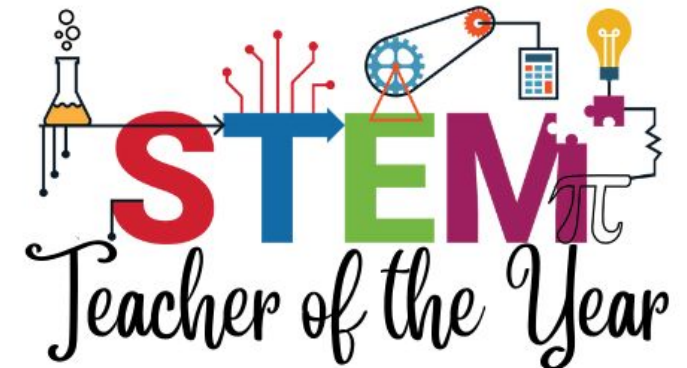
STEM Inspired
Update



Inaugural STEM Teacher of the Year Finalists



Bray Elementary - Tiffanie Johnson
Cedar Hill High School - Holly Brookman
Coleman Middle School - Leslie Moore
Collegiate Academy/High School - Ashley Pierce
Collegiate Prep Elementary - LaTonya Gaither
High Pointe Elementary - Olaide Ajakaye
Highlands Elementary - Angie Gonzalez-Roland
Lake Ridge Elementary - Matthew Gaines
Permenter Middle School - LaToya Stone
Plummer Elementary - Terri Harris



Quarterly Data Reports

BOY
MOY

YouthTruth Surveys

Budgetary Reports

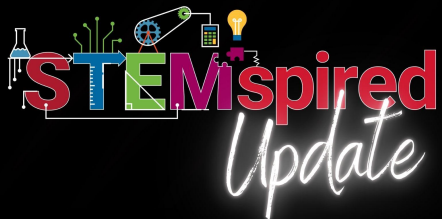
Communities In School

NAPE Participation

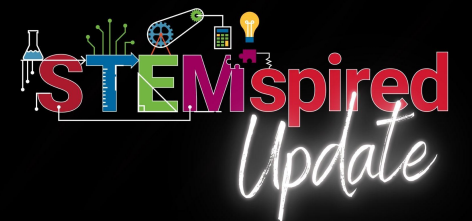
HELP Data Reporting

MAP Data

Dual Credit Enrollment and Grades



Thank you!



6. LONE STAR GOVERNANCE (information only)

Founded on research, Lone Star Governance (LSG) is a continuous-improvement model for governing teams—boards in collaboration with their superintendents—who choose to focus intensely on only one primary objective: Improving student outcomes. Lone Star Governance accomplishes this intense focus through tailored coaching aligned to the five pillars of the Texas Framework for School Board Development: Vision, Accountability, Structure, Advocacy, and Unity.

6.A. Campus Spotlight

**Cedar Hill Independent School District
BOARD OF TRUSTEES**

Meeting Date: March 21, 2022

Presented by: Jared Peters; Principal Bessie Coleman Middle School
Dr. Amanda McCarther, Principal Bray Elementary School

Subject: Bessie Coleman/Bray Campus Spotlight

Information

BACKGROUND INFORMATION:

RECOMMENDATION: Information Only

BOARD ACTION REQUIRED: None

POLICY AUTHORIZATION: None

CONTACT PERSON: Dr. Kisha McDonald

FUNDING SOURCE: None

ENCLOSURES: None

6.A.1. Bray Elementary School

Presenter: Dr. Amanda McCarther, Principal

6.A.2. Bessie Coleman Middle School

Presenter: Mr. Jared Peters, Principal

7. PRESENTATIONS

7.A. Policy DEC Local

Presenter: Ms. Janine Fields, Chief of Staff

Cedar Hill Independent School District BOARD OF TRUSTEES

Meeting Date: March 21, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: DEC Local Policy

Consent

BACKGROUND INFORMATION:

Current DEC (Local) includes the provision of "pay to use" leave days and does not include a provision for bereavement leave. Proposed revisions to the policy include discontinuing the "pay-to-use" days and converting them to local leave days. The revised policy also provides up to three days for the death of an immediate family member.

RECOMMENDATION:

Administration recommends that the Board approve the revisions in DEC local policy.

BOARD ACTION REQUIRED:

Motion that the Board approve DEC (LOCAL) policy as recommended by administration.

POLICY AUTHORIZATION:

BF(Local) - Board Policies

CONTACT PERSON:

Janine Fields, Chief of Staff

FUNDING SOURCE:

N/A

ENCLOSURES:

DEC(LOCAL)

	PROPOSED REVISIONS
Leave Administration	The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.
Definitions	The term "immediate family" is defined as:
Immediate Family	1. Spouse. 2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands <i>in loco parentis</i>. 3. Parent, stepparent, parent-in-law, or other individual who stands <i>in loco parentis</i> to the employee. 4. Sibling, stepsibling, and sibling-in-law. 5. Grandparent and grandchild. 6. Any person residing in the employee's household at the time of illness or death. For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).
Family Emergency	The term "family emergency" shall be limited to disasters and life-threatening situations involving the employee or a member of the employee's immediate family.
Leave Day	A "leave day" for purposes of earning, using, or recording leave shall mean the number of hours per day equivalent to the employee's usual assignment, whether full-time or part-time.
School Year	A "school year" for purposes of earning, using, or recording leave shall mean the term of the employee's annual employment as set by the District for the employee's usual assignment, whether full-time or part-time.
Catastrophic Illness or Injury	A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee's immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization or recovery or are expected to result in disability or death. Conditions relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

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COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

	Note: For District contribution to employee insurance during leave, see CRD(LOCAL).
Availability	The District shall make state personal leave for the current year available for use at the beginning of the school year. Local leave shall be made available as earned.
State Leave Proration	If an employee separates from employment with the District before his or her last duty day of the school year or begins employment after the first duty day of the school year, state personal leave shall be prorated based on the actual time employed. If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.
Medical Certification	An employee shall submit medical certification of the need for leave if: 1. The employee is absent more than five consecutive workdays because of personal illness or illness in the immediate family; 2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; or 3. The employee requests FMLA leave for the employee's serious health condition; a serious health condition of the employee's spouse, parent, or child; or for military caregiver leave. In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]
State Personal Leave	The Board requires employees to differentiate the manner in which state personal leave is used.
Nondiscretionary Use	Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)] Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.
Discretionary Use	Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

<i>Request for Leave</i>	In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes. Discretionary use of state personal leave shall not exceed three consecutive workdays.
Local Leave	Each full-time employee shall earn ~~five~~ paid local leave days per school year in accordance with administrative regulations. Each part-time employee shall earn ~~two~~ and one-half paid local leave days per school year in accordance with administrative regulations. An employee hired before August 1, 2015, shall accumulate local leave without limit. An employee hired on or after August 1, 2015, shall accumulate local leave to a maximum of 30 leave days. Local leave shall be used according to the terms and conditions of state personal leave. [See State Personal Leave, above]
<u>Bereavement Leave</u>	<u>An employee shall be granted up to three days of bereavement leave upon the death of a member of the employee's immediate family. Such leave shall be taken with no loss of pay or other paid leave.</u>
Sick Leave Pool	An employee who has exhausted all paid leave as well as any applicable compensatory time and who suffers from a catastrophic illness or injury or is absent due to the catastrophic illness or injury of a member of the employee's immediate family may request the establishment of a sick leave pool, to which District employees may donate local leave for use by the eligible employee. The pool shall cease to exist when the employee no longer needs leave for the purpose requested, uses the maximum number of days allowed under a pool, or exhausts all leave days donated to the sick leave pool. The Superintendent shall develop regulations for the implementation of the sick leave pool that address the following: 1. Procedures to request the establishment of a sick leave pool; 2. The maximum number of days an employee may donate to a sick leave pool;

Deleted: three

Deleted: and two partially paid local leave days

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Deleted: and one partially paid local leave day

Deleted: ; however, the average daily rate of pay of a substitute for the employee's position shall be deducted for each day of partially paid local leave taken, whether or not a substitute is employed

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COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

	3. The maximum number of days per school year an eligible employee may receive from a sick leave pool; and 4. The return of unused days to donors.
Appeal	An employee may appeal a decision regarding the establishment or implementation of the District's sick leave pool in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.
Peace Officers	A District peace officer who experiences a traumatic event in the scope of employment shall be granted a maximum of three days of mental health leave per traumatic event. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance.
Mental Health Leave	The Superintendent shall develop regulations regarding mental health leave that address the following: 1. Circumstances or reasons under which a peace officer may use mental health leave; 2. Procedures for requesting mental health leave and maintaining the anonymity of the requestor; 3. The administrator authorized to approve requests for mental health leave; and 4. Other procedures deemed necessary for administering this provision.
Quarantine Leave	A District peace officer shall be granted quarantine leave when ordered by the local health authority or the peace officer's supervisor to quarantine or isolate due to possible or known exposure to a communicable disease while on duty. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance. The Superintendent shall develop regulations regarding quarantine leave that address the following: 1. Continuation of all employment benefits and compensation for the duration of the leave; 2. Reimbursement for reasonable costs related to the quarantine; and 3. Other procedures deemed necessary for administering this provision.
Family and Medical Leave	FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

	Note: See DECA(LEGAL) for provisions addressing FMLA.
Twelve-Month Period	For purposes of an employee's entitlement to FMLA leave, the 12-month period shall begin on the first duty day of the school year.
Combined Leave for Spouses	When both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks.
Intermittent or Reduced Schedule Leave	The District shall permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.
Certification of Leave	When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.
Fitness-for-Duty Certification	In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification.
Leave at the End of Semester	When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.
Temporary Disability Leave	Any full-time employee shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.] An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent as a request for temporary disability leave. The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.
Workers' Compensation	Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance. An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

No Paid Leave
Offset

The District shall not permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]

Court Appearances

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

Absences for court appearances related to an employee's personal business shall be deducted from the employee's available paid leave or shall be taken by the employee as leave without pay.

**Payment for
Accumulated Leave
Upon Retirement**

The following leave provisions shall apply to local leave accumulated beginning on the original effective date of this program.

An employee who retires from the District, or the beneficiary of an employee who dies while employed by the District, shall be eligible for payment for accumulated local leave under the following conditions:

1. The employee is retiring under the Teacher Retirement System of Texas (TRS).
2. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed.
3. The employee provides advance written notice of intent to retire. Contract employees must provide written notice at least 45 days before the last day of employment. Noncontract employees must provide written notice at least two weeks before the last day of employment.
4. The employee has at least five consecutive years of service with the District.

The employee shall receive payment for each day of accumulated local leave, to a maximum of 60 days, at a rate established by the Board. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

In the event of the death of an employee before retirement with the District, his or her beneficiaries shall receive payment for all accumulated local leave.

For the purpose of this policy, a beneficiary shall be defined as the person or entity named by the employee for the receipt of life insurance proceeds under the District's employee benefits program.

Cedar Hill ISD
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COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

**Neutral Absence
Control**

If an employee is absent for three or more days and fails to properly report the absence and receive required approval, the employee shall be considered to have resigned his or her position and shall be terminated for job abandonment.

If an employee does not return to work after exhausting all available paid and unpaid leave, the District shall provide the employee written notice that he or she no longer has leave available for use. The District shall automatically pursue termination of an employee who has exhausted all available leave; regardless of the reason for the absence [see DF series]. The employee's eligibility for reasonable accommodations, as required by the Americans with Disabilities Act [see DAA(LEGAL)], shall be considered before termination. If terminated, the employee may apply for re-employment with the District.

This policy shall be implemented without consideration as to whether the leave was due to personal injury, an on-the-job injury or illness, or other medical condition, and shall be uniformly applied.

7.B. Resolution

8. CITIZENS FORUM: The Board will now hear those who wish to make comments and who have completed and returned the Public Forum Citizen Participation Form. This section will be conducted in accordance with the Texas Open Meetings Act and Board Policy. Speakers must limit comments to issues that can be presented in a public forum. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels.
9. CONSENT AGENDA
 - 9.A. Minutes from Previous Board of Trustee Meetings

Regular Meeting
Tuesday, February 22, 2022 6:30 PM Central

Third Floor Training Room
285 Uptown Blvd.
Cedar Hill, Texas 75104

1. CALL TO ORDER at 6:34 PM.

FIRST ORDER OF BUSINESS - Announcement by the Board President whether a quorum is present, and that the notice of the meeting has been duly called, and posted in the time and manner required by the Texas Open Meetings Act, Texas Government Code Chapter 551.

Trustees present are Robert Riggs, Gayle Sims, Dr. Keisha Lankford, and Dr. Jeremiah Martin. Cheryl Wesley, Ramona Ross-Bacon, and Dr. Denise Roache-Davis are absent.

Recess to Closed Session at 6:36 PM.

Ramona Ross-Bacon arrives at 6:36 PM.

Dr. Denise Roache-Davis arrives at 6:42 PM.

2. CLOSED SESSION opened at 6:47 PM.

Cheryl Wesley arrives at 6:58 PM.

Recess to Executive Session, pursuant to Texas Open Meetings Act, Texas Government Code Section:

551.071) Private consultation with the board's attorney, and

551.072 Deliberation regarding real property

551.074) To deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee.

551.082) Considering discipline of a public school child, or complaint or charge against personnel.

If, during the course of the meeting, the Board of Trustees should determine that a closed session is required, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section listed above.

The Board will vote on matters in Open Session considered in Closed Session or matters considered if the Board enters into a Closed meeting during the meeting, if applicable.

Closed Session closed at 7:47 PM.

Reconvened to Public Session at 7:50 PM.

3. PUBLIC SESSION

3.A. Pledge to Flags

3.B. Prayer **led by Cheryl Wesley.**

4. COMMUNICATIONS/RECOGNITIONS

4.A. Mentoring - Department Efficiency Report

5. CITIZENS FORUM: The Board will now hear those who wish to make comments and who have completed and returned the Public Forum Citizen Participation Form. This section will be conducted in accordance with the Texas Open Meetings Act and Board Policy. Speakers must limit comments to issues that can be presented in a public forum. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels.

6. LONE STAR GOVERNANCE

Founded on research, Lone Star Governance (LSG) is a continuous-improvement model for governing teams—boards in collaboration with their superintendents—who choose to focus intensely on only one primary objective: Improving student outcomes. Lone Star Governance accomplishes this intense focus through tailored coaching aligned to the five pillars of the Texas Framework for School Board Development: Vision, Accountability, Structure, Advocacy, and Unity.

6.A. Campus Spotlight

6.A.1. Cedar Hill High School

6.B. Board Quarterly Report

7. CONSENT AGENDA Ramona Ross-Bacon makes the motion to approve the Consent Agenda as presented. Dr. Keisha Lankford seconds the motion. Unanimously approved 7-0.

7.A. Minutes from Previous Board of Trustee Meetings

7.B. Vendor List for Teaching Aids, Instructional Materials, and Related Services pursuant to RFP 21-22-01

7.C. Policy Update 118

7.D. Board Quarterly Report

7.E. Calendar 2022-2023

7.F. Resolution - Property

7.G. Resolution - Bad Weather Days

7.H. Budget Amendment #6 General Fund

8. BOARD DISCUSSION

8.A. Upcoming Events

8.B. Training and Event Recaps

9. SUPERINTENDENT'S REPORT

9.A. Monthly Financials

9.B. Quarter 2 Investment Report

9.C. Employment Retirements Resignations Terminations

9.D. Safety and Security - Department Efficiency Report

The Board returns to Closed Session at 8:43 PM.

Closed Session opened at 8:51 PM.

Closed Session closed at 9:56 PM.

10. ADJOURN at 9:58 Pm.

Robert Riggs, Board of Trustees President

Date

Dr. Keisha Lankford, Board of Trustees Secretary

Date

Called Meeting
Monday, March 7, 2022 6:30 PM Central

Third Floor Training Room
285 Uptown Blvd.
Cedar Hill, Texas 75104

1. CALL TO ORDER at 6:34 PM.

FIRST ORDER OF BUSINESS - Announcement by the Board President whether a quorum is present, and that the notice of the meeting has been duly called, and posted in the time and manner required by the Texas Open Meetings Act, Texas Government Code Chapter 551.

Trustees present are Robert Riggs, Gayle Sims, Dr. Denise Roache-Davis, and Ramona Ross-Bacon. Cheryl Wesley, Dr. Jeremiah Martin, and Dr. Keisha Lankford are absent.

Recess to Closed Session at 6:36 PM.

2. CLOSED SESSION opened at 6:48 PM.

Cheryl Wesley arrives at 6:48 PM. Dr. Jeremiah Martin arrives at 6:50 PM.

Recess to Executive Session, pursuant to Texas Open Meetings Act, Texas Government Code Section:

551.071) Private consultation with the board's attorney,

551.074) To deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee

551.082) Considering discipline of a public school child, or complaint or charge against personnel.

Superintendent Evaluation

If, during the course of the meeting, the Board of Trustees should determine that a closed session is required, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section listed above.

The Board will vote on matters in Open Session considered in Closed Session or matters considered if the Board enters into a Closed meeting during the meeting, if applicable.

Closed Session closed at 7:32 PM.

Reconvened to Public Session at 7:37 PM.

3. PUBLIC COMMENTS

The Board encourages comments about the District from members of the public. Anyone who has signed up to speak in advance of the meeting in accordance with procedures may do so at this time. Each participant should address the Board from the podium microphone, stating their name and address before speaking. The Board asks that each participant's comments pertain to District business and be no longer than three (3) minutes. Copies of presentations should be made available to all Trustees and the Superintendent. **There were no Public Comments.**

4. LONE STAR GOVERNANCE

Lone Star Governance (LSG) is a continuous-improvement model for governing teams—boards in collaboration with their superintendents—who choose to focus intensely on only one primary

objective: Improving student outcomes. Lone Star Governance accomplishes this intense focus through tailored coaching aligned to the five pillars of the Texas Framework for School Board Development: Vision, Accountability, Structure, Advocacy, and Unity.

4.A. Goals 2 & 3

5. INFORMATION

These items are presented to the Board for information only. No presentations will be made unless specifically requested by the Board.

5.A. Z-PASS and Safe Stop Pilot

5.B. Transportation Update

5.C. Holdworth Update

5.D. Financial Update

6. ADJOURN at 10:06 PM.

Robert Riggs, Board of Trustees President

Date

Dr. Keisha Lankford, Board of Trustees Secretary

Date

9.B. Vendor List for Teaching Aids, Instructional Materials, and Related Services
pursuant to RFP 21-22-01

Cedar Hill Independent School District

BOARD OF TRUSTEES

Meeting Date: March 21, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Consideration of Vendor List for Teaching Aids, Instructional Materials, and Related Services pursuant to RFP 21-22-01

Consent

BACKGROUND INFORMATION:

This is the legal requirement that will keep the District in compliance with Texas Education Code 44.031. The bid process allows procurement of goods and services at the best value with the use of public funds. Staff advertised and requested proposals for the purchase of Teaching Aids, Instructional Materials, and Related Services. The bid was designed to establish a discount from the vendor's regularly published price list and compare other cost related factors such as shipping and fees. The term of the contract will be the date after the award was made through June 30, 2025. This bid is a "Multiple Award RFP" and will allow additional vendors to respond and be awarded throughout the year. Each month, a new list of responsive bidders will be presented to the Board for approval. March's proposed vendors are included in the RFP 21-22-01 Bid Tabulation for the purchase of Teaching Aids, Instructional Materials, and Related Services.

RECOMMENDATION:

Administration recommends approval of vendors for the purchase of Teaching Aids, Instructional Materials, and Related Services through June 30, 2025 as per the attached list.

BOARD ACTION REQUIRED:

Motion to approve vendors for the purchase of Teaching Aids, Instructional Materials, and Related Services through June 30, 2025 as per the attached list.

POLICY AUTHORIZATION:

CH – LEGAL Purchasing and Acquisition

CH – LOCAL Purchasing and Acquisition

CONTACT PERSON:

Gilberto Prado, Chief Financial Officer

Caleb Pape, Director of Purchasing & Contracts Management

FUNDING SOURCE:

2021-2022 Budget

ENCLOSURES:

Bid Tabulation RFP 21-22-01

Proposal Tabulation - RFP # 21-22-01
Teaching Aids, Instructional Materials, and Related Services

	A Speech Connection Clinic, PLLC	Bellwether Media	Next Level Libraries
	1109 N. Hwy 67, Suite 1	6012 Blue Circle Drive	3717 Huckleberry Rd
	Cedar Hill, TX 75104	Minnetonka, MN 55343	Allentown, PA 18104
Product/Service Provided	Speech & Language Therapy, Evaluations	Library Books, Classroom/Paperback Books, Library Processing Supplies	Classroom Library and Literacy Instructional Materials
Minimum Order	No	No	No
Accepts Pos	Yes	Yes	Yes
Discount	No	Yes	25% - free shipping
Consultant/PD Fees	\$80/hour	N/A	N/A
Shipping	No	Free	No
HUB	No	Yes	No
EDGAR	Yes	Yes	Yes
EPCNT/CTPA	Yes	Yes	Yes
All Required Forms Completed, Signed and Returned	Yes	Yes	Yes
Email	aspeechconnection@gmail.com	orders@bellwethermedia.com	sales@nextlevellibraries.com

Proposal Tabulation - RFP # 21-22-01
Teaching Aids, Instructional Materials, and Related Services

	Renaissance Learning, Inc.	Zeducation, LLC	
	2911 Peach St.	2614 Ashmont Way	
	Wisconsin Rapids, WI 54494	Mansfield, TX 76084	
Product/Service Provided	Educational Software, Coordinating Professional Services	Professional Development, Educational Coaching, Motivational Speaking	
Minimum Order	Please see RFP for details.	No	
Accepts Pos	Yes	Yes	
Discount	Volume discounts may be available.	No	
Consultant/PD Fees	Please see attached RFP for details.	3hr PD - \$4,000 ; 6hr PD - \$7,000 ; Educational Coaching - \$200/hr Motivational Speaking - \$2,500	
Shipping	Yes	No	
HUB	No	No	
EDGAR	No	Yes	
EPCNT/CTPA	Yes	Yes	
All Required Forms Completed, Signed and Returned	Yes	Yes	
Email	askproposals@renaissance.com	zandrawebbeducates@gmail.com	

9.C. Policy DEC Local

Cedar Hill Independent School District BOARD OF TRUSTEES

Meeting Date: March 21, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: DEC Local Policy

Consent

BACKGROUND INFORMATION:

Current DEC (Local) includes the provision of "pay to use" leave days and does not include a provision for bereavement leave. Proposed revisions to the policy include discontinuing the "pay-to-use" days and converting them to local leave days. The revised policy also provides up to three days for the death of an immediate family member.

RECOMMENDATION:

Administration recommends that the Board approve the revisions in DEC local policy.

BOARD ACTION REQUIRED:

Motion that the Board approve DEC (LOCAL) policy as recommended by administration.

POLICY AUTHORIZATION:

BF(Local) - Board Policies

CONTACT PERSON:

Janine Fields, Chief of Staff

FUNDING SOURCE:

N/A

ENCLOSURES:

DEC(LOCAL)

	PROPOSED REVISIONS
Leave Administration	The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.
Definitions	The term "immediate family" is defined as:
Immediate Family	1. Spouse. 2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands <i>in loco parentis</i>. 3. Parent, stepparent, parent-in-law, or other individual who stands <i>in loco parentis</i> to the employee. 4. Sibling, stepsibling, and sibling-in-law. 5. Grandparent and grandchild. 6. Any person residing in the employee's household at the time of illness or death. For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).
Family Emergency	The term "family emergency" shall be limited to disasters and life-threatening situations involving the employee or a member of the employee's immediate family.
Leave Day	A "leave day" for purposes of earning, using, or recording leave shall mean the number of hours per day equivalent to the employee's usual assignment, whether full-time or part-time.
School Year	A "school year" for purposes of earning, using, or recording leave shall mean the term of the employee's annual employment as set by the District for the employee's usual assignment, whether full-time or part-time.
Catastrophic Illness or Injury	A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee's immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization or recovery or are expected to result in disability or death. Conditions relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

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COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

	Note: For District contribution to employee insurance during leave, see CRD(LOCAL).
Availability	The District shall make state personal leave for the current year available for use at the beginning of the school year. Local leave shall be made available as earned.
State Leave Proration	If an employee separates from employment with the District before his or her last duty day of the school year or begins employment after the first duty day of the school year, state personal leave shall be prorated based on the actual time employed. If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.
Medical Certification	An employee shall submit medical certification of the need for leave if: 1. The employee is absent more than five consecutive workdays because of personal illness or illness in the immediate family; 2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; or 3. The employee requests FMLA leave for the employee's serious health condition; a serious health condition of the employee's spouse, parent, or child; or for military caregiver leave. In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]
State Personal Leave	The Board requires employees to differentiate the manner in which state personal leave is used.
Nondiscretionary Use	Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)] Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.
Discretionary Use	Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

COMPENSATION AND BENEFITS
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DEC
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<i>Request for Leave</i>	In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes. Discretionary use of state personal leave shall not exceed three consecutive workdays.
Local Leave	Each full-time employee shall earn ~~five~~ paid local leave days per school year in accordance with administrative regulations. Each part-time employee shall earn ~~two~~ and one-half paid local leave days per school year in accordance with administrative regulations. An employee hired before August 1, 2015, shall accumulate local leave without limit. An employee hired on or after August 1, 2015, shall accumulate local leave to a maximum of 30 leave days. Local leave shall be used according to the terms and conditions of state personal leave. [See State Personal Leave, above]
<u>Bereavement Leave</u>	<u>An employee shall be granted up to three days of bereavement leave upon the death of a member of the employee's immediate family. Such leave shall be taken with no loss of pay or other paid leave.</u>
Sick Leave Pool	An employee who has exhausted all paid leave as well as any applicable compensatory time and who suffers from a catastrophic illness or injury or is absent due to the catastrophic illness or injury of a member of the employee's immediate family may request the establishment of a sick leave pool, to which District employees may donate local leave for use by the eligible employee. The pool shall cease to exist when the employee no longer needs leave for the purpose requested, uses the maximum number of days allowed under a pool, or exhausts all leave days donated to the sick leave pool. The Superintendent shall develop regulations for the implementation of the sick leave pool that address the following: 1. Procedures to request the establishment of a sick leave pool; 2. The maximum number of days an employee may donate to a sick leave pool;

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COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

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(LOCAL)

	3. The maximum number of days per school year an eligible employee may receive from a sick leave pool; and 4. The return of unused days to donors.
Appeal	An employee may appeal a decision regarding the establishment or implementation of the District's sick leave pool in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.
Peace Officers	A District peace officer who experiences a traumatic event in the scope of employment shall be granted a maximum of three days of mental health leave per traumatic event. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance.
Mental Health Leave	The Superintendent shall develop regulations regarding mental health leave that address the following: 1. Circumstances or reasons under which a peace officer may use mental health leave; 2. Procedures for requesting mental health leave and maintaining the anonymity of the requestor; 3. The administrator authorized to approve requests for mental health leave; and 4. Other procedures deemed necessary for administering this provision.
Quarantine Leave	A District peace officer shall be granted quarantine leave when ordered by the local health authority or the peace officer's supervisor to quarantine or isolate due to possible or known exposure to a communicable disease while on duty. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance. The Superintendent shall develop regulations regarding quarantine leave that address the following: 1. Continuation of all employment benefits and compensation for the duration of the leave; 2. Reimbursement for reasonable costs related to the quarantine; and 3. Other procedures deemed necessary for administering this provision.
Family and Medical Leave	FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable.

COMPENSATION AND BENEFITS
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(LOCAL)

	Note: See DECA(LEGAL) for provisions addressing FMLA.
Twelve-Month Period	For purposes of an employee's entitlement to FMLA leave, the 12-month period shall begin on the first duty day of the school year.
Combined Leave for Spouses	When both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks.
Intermittent or Reduced Schedule Leave	The District shall permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.
Certification of Leave	When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.
Fitness-for-Duty Certification	In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification.
Leave at the End of Semester	When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.
Temporary Disability Leave	Any full-time employee shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.] An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent as a request for temporary disability leave. The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.
Workers' Compensation	Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance. An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

No Paid Leave
Offset

The District shall not permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]

Court Appearances

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

Absences for court appearances related to an employee's personal business shall be deducted from the employee's available paid leave or shall be taken by the employee as leave without pay.

**Payment for
Accumulated Leave
Upon Retirement**

The following leave provisions shall apply to local leave accumulated beginning on the original effective date of this program.

An employee who retires from the District, or the beneficiary of an employee who dies while employed by the District, shall be eligible for payment for accumulated local leave under the following conditions:

1. The employee is retiring under the Teacher Retirement System of Texas (TRS).
2. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed.
3. The employee provides advance written notice of intent to retire. Contract employees must provide written notice at least 45 days before the last day of employment. Noncontract employees must provide written notice at least two weeks before the last day of employment.
4. The employee has at least five consecutive years of service with the District.

The employee shall receive payment for each day of accumulated local leave, to a maximum of 60 days, at a rate established by the Board. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

In the event of the death of an employee before retirement with the District, his or her beneficiaries shall receive payment for all accumulated local leave.

For the purpose of this policy, a beneficiary shall be defined as the person or entity named by the employee for the receipt of life insurance proceeds under the District's employee benefits program.

Cedar Hill ISD
057904

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

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**Neutral Absence
Control**

If an employee is absent for three or more days and fails to properly report the absence and receive required approval, the employee shall be considered to have resigned his or her position and shall be terminated for job abandonment.

If an employee does not return to work after exhausting all available paid and unpaid leave, the District shall provide the employee written notice that he or she no longer has leave available for use. The District shall automatically pursue termination of an employee who has exhausted all available leave; regardless of the reason for the absence [see DF series]. The employee's eligibility for reasonable accommodations, as required by the Americans with Disabilities Act [see DAA(LEGAL)], shall be considered before termination. If terminated, the employee may apply for re-employment with the District.

This policy shall be implemented without consideration as to whether the leave was due to personal injury, an on-the-job injury or illness, or other medical condition, and shall be uniformly applied.

9.D. Resolution

**Cedar Hill Independent School District
BOARD OF TRUSTEES**

Meeting Date: March 21, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Reimbursement of Leave Resolution

Consent

BACKGROUND INFORMATION:

Revision of DEC (Local) discontinues pay-to-use leave days and converts them to local leave days. The revision also provides up to three days for the death of an immediate family member.

This resolution requests reimbursement of salary reductions elected by employees for each designated day used in the 'pay to use' category and reinstate up to a maximum of three leave days for absences designated as bereavement as recorded in the District's payroll system for fiscal year 2021-22, effective July 1, 2021,

RECOMMENDATION:

Administration recommends that the board consider approval of the Reimbursement of Leave resolution presented by the administration.

BOARD ACTION REQUIRED:

Motion to approve administration recommendation.

POLICY AUTHORIZATION:

DEC (LOCAL)

CONTACT PERSON:

Mr. Gilbert Prado, Chief Financial Officer

Ms. Janine Fields, Chief of Staff

FUNDING SOURCE:

General fund

ENCLOSURES:

Under separate cover.



Cedar Hill Independent School District

A RESOLUTION OF THE BOARD OF TRUSTEES OF THE CEDAR HILL INDEPENDENT SCHOOL DISTRICT, HEREBY DECLARING A PUBLIC PURPOSE FOR THE EXPENDITURE OF DISTRICT FUNDS DUE TO POLICY REVISION OF COMPENSATION AND BENEFITS LEAVES AND ABSENCES DEC (LOCAL)

WHEREAS, the District recognizes the value and benefit of encouraging its employees to be models for students in the District; and

WHEREAS, the District maintains the safety of all students and staff as a top priority of the District; and

WHEREAS, the Board is authorized by Texas Education Code section 45.105 to expend funds of Cedar Hill Independent School District (“Cedar Hill ISD” or “District”) for purposes necessary in the conduct of the public schools as determined by the Board; and

WHEREAS, the Board acknowledges approval of the revision to the Compensation and Benefits Leave and Absences policy, DEC (LOCAL) is in the best interest for current and future employees of Cedar Hill ISD; and

WHEREAS, the Board finds a need exists to address reimbursement of salary reductions elected by employees for each designated day used in the ‘pay to use’ category and reinstate up to a maximum of three leave days for absences designated as bereavement as recorded in the District’s payroll system for fiscal year 2021-22, effective July 1, 2021,

WHEREAS, the Board concludes that reimbursement to all impacted employees serves the public purpose of maintaining morale, reducing turnover and ensuring continuity of District staffing needs,

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE CEDAR HILL INDEPENDENT SCHOOL DISTRICT THAT THE TRUSTEES ADOPT THE FOLLOWING ORDER THAT:

1. That the findings and recitals in the preamble of this Resolution are hereby found to be true and correct and are hereby approved and adopted.
2. The Board of Trustees of Cedar Hill Independent School District authorizes reimbursement of employees deductions that have been processed for each day of partially paid local leave and designated as 'pay to use' category, and also authorizes reinstatement up to a maximum of three leave days for absences designated as bereavement as recorded in the district's payroll system for fiscal year 2021-22, effective July 1, 2021.
3. That it is hereby found, determined and declared that a sufficient written notice of the date, time, place and subject of the meeting of the Cedar Hill ISD Board at which this Resolution was adopted was posted at a place convenient and readily accessible at all times to the general public for the time required by law preceding this meeting as required by Chapter 551, Texas Government Code, and that this meeting has been open to the public as required by law at all times during which this Resolution and the subject matter thereof has been discussed, considered and formally acted upon. The Cedar Hill ISD Board further ratifies, approves and confirms such written notice and posting thereof.
4. This Resolution shall take effect immediately upon its passage, and is retroactive to July 1, 2021.

IT IS SO RESOLVED.

PASSED, APPROVED, AND ENACTED by the Board of Trustees of the Cedar Hill Independent School District, Cedar Hill, TX, on March 21, 2022, at a duly constituted meeting for which notice was timely given.

Robert Riggs, President
Board of Trustees
Cedar Hill Independent School District

ATTEST:

Dr. Keisha Lankford, Secretary
Board of Trustees
Cedar Hill Independent School District

9.E. Consideration of Increase of Adult Meal Prices

Cedar Hill Independent School District

BOARD OF TRUSTEES

Meeting Date: March 21, 2021

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Consider increase in Adult Meal Prices

Consent

BACKGROUND INFORMATION:

As a result of increases in federal reimbursement rates for the Child Nutrition Program the district is not charging enough for Adult meals to remain in federal compliance. Current Adult Meal prices are \$3.50 for lunch and \$2.35 for breakfast. Prices for this program were last updated at the January 10, 2011 board of trustees meeting. The Adult Meal Calculator reflects a required minimum lunch price of \$3.68 and a minimum breakfast price of \$2.57. Regulation states that a district is allowed to round the price up to make money collection simpler.

RECOMMENDATION:

Administration requests approval to increase the adult meal price to \$3.70 for lunch and \$2.60 for breakfast.

BOARD ACTION REQUIRED:

Motion to approve administration's request to increase the adult meal price to \$3.70 for lunch and \$2.60 for breakfast.

POLICY AUTHORIZATION:

None

CONTACT PERSON:

Gilberto Prado, Chief Financial Officer
Caleb Pape, Director of Purchasing & Contracts Management

FUNDING SOURCE:

Fund 240 – Child Nutrition Funds

ENCLOSURES:

Adult Meal Calculator

Adult Meal Calculator Worksheet

This worksheet provides the information needed to calculate adult meal prices using both approved methods. Choose the method of calculation (see the *Administrator's Reference Manual (ARM), Section 19, Meal Pricing* for additional information on which method to use). If the rate applies, record the rate in the *Amount CE Receives* cell. If using Method 1, record the local student paid charge in the designated *Local Student Paid Charge* cell. If using Excel, this worksheet will automatically calculate the amounts in the *Minimum Adult Charge* and *Total Federal Funds* cells. All amounts are carried to 4 digits and must be rounded up when determining the adult meal price. Non-pricing programs must always use Method 2. TDA posts the current reimbursement rates at SquareMeals.org.

Use the applicable rates for the school year when the adult meal prices will apply.

Method 1 Lunch	
Federal Funds/Reimbursement Rate	Amount CE Receives
Paid Reimbursement Rate	\$ 0.35
Performance-Based Rate	\$ 0.07
Severe Need Lunch Rate	\$ -
USDA Foods Rate	\$ 0.51
Total Federal Funds Received	\$ 0.93
Highest Local Student Price Charged	\$ 2.75
Minimum Adult Charge	\$ 3.68

Method 2 Lunch	
Federal Funds/Reimbursement Rate	Amount CE Receives
Free Reimbursement Rate	
Performance-Based Rate	
Severe Need Lunch Rate	
USDA Foods Rate	
Total Federal Funds Received	\$ -
Minimum Adult Charge	\$ -

Method 1 Breakfast	
Federal Funds/Reimbursement Rate	Amount CE Receives
Paid Reimbursement Rate	\$ 0.33
Severe Need Breakfast Rate	\$ 0.33
USDA Foods Rate (Add if USDA Foods are used at breakfast)	\$ 0.51
Total Federal Funds Received	\$ 1.17
Highest Local Student Price Charged	\$ 1.40
Minimum Adult Breakfast Charge	\$ 2.57

Method 2 Breakfast	
Federal Funds/Reimbursement Rate	Amount CE Receives
Free Reimbursement Rate	
Severe Need Breakfast Rate	
USDA Foods Rate (Add if USDA Foods are used at breakfast)	
Total Federal Funds Received	\$ -
Minimum Adult Breakfast Charge	\$ -

9.F.2020-2021 Cooperative Fees Disclosure

Cedar Hill Independent School District

BOARD OF TRUSTEES

Meeting Date: March 21, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Disclose the amount spent on purchasing cooperative fees on annual basis for 2020-2021 school year

Consent

BACKGROUND INFORMATION:

House Bill 273 requires that school districts disclose the amounts spent on purchasing cooperative fees on an annual basis. Specifically, it states: Sec. 44.0331. MANAGEMENT FEES UNDER CERTAIN COOPERATIVE PURCHASING CONTRACTS. (a) A school district that enters into a purchasing contract valued at \$25,000 or more under sections 44.031(a)(5), under Subchapter F, Chapter 271, Local Government Code, or under any other cooperative purchasing program authorized for school districts by law shall document any contract-related fee, including any management fee, and the purpose of each fee under contract. (b) The amount, purpose, and disposition of any fee described by Subsection (a) must be presented in a written report and submitted annually in an open meeting of the board of trustees of the school district. The written report must appear as an agenda item.

The cooperatives on the attached list follow all competitive bidding laws in awarding contracts to their vendors. TEC Sec. 44.031 allows school districts to utilize contracts awarded through cooperative purchasing agreements. Cooperatives are used as a resource when other local bids may not be in place or to purchase one-time and hard to find items. The Total Fees paid by Cedar Hill ISD to purchasing cooperatives for FY 2020-2021 are \$300.00.

RECOMMENDATION:

The staff recommends the Board accept the attached list of purchasing cooperative fees paid by Cedar Hill ISD for FY 2020-2021.

BOARD ACTION REQUIRED:

Motion to accept the attached list of purchasing cooperative fees for 2020-2021 as submitted by staff.

POLICY AUTHORIZATION:

CH – LEGAL Purchasing and Acquisition

CONTACT PERSON(S):

Gilberto Prado, Chief Financial Officer
Caleb Pape, Director of Purchasing and Contracts Management

FUNDING SOURCE:

General Operating Budget – Function 41

ENCLOSURES:

Attached

9.G. Consider Renewal of Interlocal Agreement with Dallas Regional Day School
Program for the Deaf

Cedar Hill Independent School District BOARD OF TRUSTEES

Meeting Date: March 21, 2021

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Consider renewal of Interlocal Agreement with The Dallas Regional Day School Program for the Deaf (DRDSPD)

Consent

BACKGROUND INFORMATION:

Texas Government Code, Chapter 791, states that an Interlocal Agreement must be authorized by the governing body of each party to the agreement. The Interlocal Agreement with DRDSPD will allow CHISD to partner with Dallas ISD to provide specific Deaf Education Services as required by the Texas Education Agency. The Interlocal Agreement is revised and must be renewed every 3 years.

RECOMMENDATION:

Administration requests approval to renew the Interlocal Agreement with The Dallas Regional Day School Program for the Deaf.

BOARD ACTION REQUIRED:

Motion to approve administration's request to renew the Interlocal Agreement with The Dallas Regional Day School Program for the Deaf.

POLICY AUTHORIZATION:

CH – LEGAL Purchasing and Acquisition
CH – LOCAL Purchasing and Acquisition

CONTACT PERSON:

Tellauance Graham, Assistant Superintendent Student Services and Administration
Caleb Pape, Director of Purchasing & Contracts Management

FUNDING SOURCE:

General Fund, Function 93

ENCLOSURES:

Interlocal Agreement

9.H. Financial Audit Services Renewal

Cedar Hill Independent School District

BOARD OF TRUSTEES

Meeting Date: March 28, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Consideration of Audit Firm for Financial Services for FY2022 and FY2023

Consent

BACKGROUND INFORMATION:

In February of 2017, staff advertised and requested qualifications for the purchase of Financial Audit Services. After evaluating 4 highly qualified firms, Whitley Penn ranked highest and was awarded a one-year agreement with 4 one-year renewals. All renewals have expired as of the completion of the FY2021 audit.

RECOMMENDATION:

Administration recommends approval of Whitley Penn for Financial Audit Services for FY2022 and FY2023 audits.

BOARD ACTION REQUIRED:

Motion to approve Whitley Penn for Financial Audit Services for FY2022 and FY2023 audits.

POLICY AUTHORIZATION:

CH – LEGAL Purchasing and Acquisition
CH – LOCAL Purchasing and Acquisition

CONTACT PERSON:

Gilberto Prado, Chief Financial Officer
Caleb Pape, Director of Purchasing & Contracts Management

FUNDING SOURCE:

General Fund – Function 41

ENCLOSURES:

Engagement Letter

- 10. BOARD DISCUSSION
 - 10.A. Upcoming Events
 - 10.B. Training and Event Recaps
- 11. SUPERINTENDENT'S REPORT
 - 11.A. Monthly Financials

**Cedar Hill Independent School District
Financial Report Month Ending January 31, 2022**



2021-2022 Fiscal Year

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**CEDAR HILL INDEPENDENT SCHOOL DISTRICT
2021-2022 FISCAL YEAR BOARD-APPROVED BUDGETS
FOR THE FIVE MONTHS ENDING JANUARY 31, 2022**



	General Fund		Food Service		Debt Service		District Total	
	Original Budget	Amended Budget	Original Budget	Amended Budget	Original Budget	Amended Budget	Original Budget	Amended Budget
REVENUES:								
Local and Intermediate Sources	\$ 41,583,284	\$ 41,583,284	\$ 800,268	\$ 800,268	\$ 14,555,516	\$ 14,555,516	\$ 56,939,068	\$ 56,939,068
State Program Revenues	25,125,337	25,729,828	24,000	24,000	289,207	303,515	25,438,544	26,057,343
Federal Program Revenues	700,000	700,000	3,551,653	3,551,653	-	375,000	4,251,653	4,626,653
Other Financing Sources	-	-	-	-	-	-	-	-
Total Revenues	\$ 67,408,621	\$ 68,013,112	\$ 4,375,921	\$ 4,375,921	\$ 14,844,723	\$ 15,234,031	\$ 86,629,265	\$ 87,623,064
EXPENDITURE SUMMARY BY FUNCTION:								
11 - Instructional	\$ 35,303,427	\$ 35,219,927	\$ -	\$ -	\$ -	\$ -	\$ 35,303,427	\$ 35,219,927
12 - Instructional Resources and Media Services	760,393	760,393	-	-	-	-	760,393	760,393
13 - Curriculum and Instructional Staff Development	1,194,908	1,203,533	-	-	-	-	1,194,908	1,203,533
21 - Instructional Leadership	892,491	892,491	-	-	-	-	892,491	892,491
23 - School Leadership	4,589,404	4,589,404	-	-	-	-	4,589,404	4,589,404
31 - Guidance, Counseling and Evaluation	2,576,912	2,660,412	-	-	-	-	2,576,912	2,660,412
33 - Health Services	793,022	793,022	-	-	-	-	793,022	793,022
34 - Student Transportation	3,866,030	4,419,365	-	-	-	-	3,866,030	4,419,365
35 - Child Nutrition/Food Service	12,150	12,150	4,304,789	4,304,789	-	-	4,316,939	4,316,939
36 - Cocurricular/Extra Curricular Activities	1,923,034	1,923,034	-	-	-	-	1,923,034	1,923,034
41 - General Administration	3,679,125	3,720,500	-	-	-	-	3,679,125	3,720,500
51 - Plant Maintenance and Facility Services	8,169,693	8,559,693	-	-	-	-	8,169,693	8,559,693
52 - Security and Monitoring Services	1,574,911	1,574,911	-	-	-	-	1,574,911	1,574,911
53 - Data Processing Services	1,680,725	1,680,725	-	-	-	-	1,680,725	1,680,725
61 - Community Services	195,861	195,861	-	-	-	-	195,861	195,861
71 - Debt Service Cost	203,000	203,000	-	-	11,226,056	11,615,364	11,429,056	11,818,364
93 - Shared Service Agreement	153,518	153,518	-	-	-	-	153,518	153,518
95 - Payments to Juvenile Justice Alternative Program	20,000	20,000	-	-	-	-	20,000	20,000
99 - Other Intergovernmental Charges	165,000	165,000	-	-	-	-	165,000	165,000
Other Financing Uses	-	979,491	-	-	-	-	-	979,491
Total Expenditures	\$ 67,753,604	\$ 69,726,430	\$ 4,304,789	\$ 4,304,789	\$ 11,226,056	\$ 11,615,364	\$ 83,284,449	\$ 85,646,583
EXPENDITURE SUMMARY BY OBJECT:								
61XX - Payroll Cost	\$ 55,484,529	\$ 54,743,725	\$ 477,000	\$ 477,000	\$ -	\$ -	\$ 55,961,529	\$ 55,220,725
62XX - Professional and Contracted Services	6,764,308	7,394,442	3,265,861	3,266,861	-	-	10,030,169	10,661,303
63XX - Supplies and Materials	2,921,612	3,091,742	439,928	438,928	-	-	3,361,540	3,530,670
64XX - Other Operating Expenses	1,892,155	2,161,639	22,000	22,000	-	-	1,914,155	2,183,639
65XX - Bond Principal	-	-	-	-	658,458	658,458	658,458	658,458
65XX - Bond Interest	-	-	-	-	10,537,598	10,912,598	10,537,598	10,912,598
65XX - Other Debt Serv Fees	203,000	203,000	-	-	30,000	44,308	233,000	247,308
66XX - Capital Outlay Expenses	488,000	1,152,391	100,000	100,000	-	-	588,000	1,252,391
89XX - Other Uses	-	979,491	-	-	-	-	-	979,491
Total Expenditures	\$ 67,753,604	\$ 69,726,430	\$ 4,304,789	\$ 4,304,789	\$ 11,226,056	\$ 11,615,364	\$ 83,284,449	\$ 85,646,583
Excess (Deficiency) of Revenues Over Expenditures	\$ (344,983)	\$ (1,713,318)	\$ 71,132	\$ 71,132	\$ 3,618,667	\$ 3,618,667	\$ 3,344,816	\$ 1,976,481

CEDAR HILL INDEPENDENT SCHOOL DISTRICT
(UNAUDITED) STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
GENERAL OPERATING FUND (199)
FOR THE FIVE MONTHS ENDING JANUARY 31, 2022



	CURRENT YEAR 2021-2022					PRIOR YEAR 2020-2021				
	Original Budget	Amended Budget	January 2022	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	January 2021	Actual Year to Date	Actual to Budget
REVENUES:										
Local and Intermediate Sources	41,583,284	41,583,284	9,078,064	31,602,177	76.00%	38,860,349	39,080,328	12,410,983	34,252,595	87.65%
State Program Revenues	25,125,337	25,729,828	383,896	14,858,936	57.75%	26,614,671	26,614,671	375,837	17,835,173	67.01%
Federal Program Revenues	700,000	700,000	68,934	772,901	110.41%	600,000	600,000	67,983	101,992	17.00%
Other Financing Sources	-	-	-	-	-	-	-	-	-	-
Total revenues	\$ 67,408,621	\$ 68,013,112	\$ 9,530,894	\$ 47,234,014	69.45%	\$ 66,075,020	\$ 66,294,999	\$ 12,854,803	\$ 52,189,760	78.72%
EXPENDITURE SUMMARY BY FUNCTION:										
11 - Instruction	35,303,427	35,219,927	3,068,226	20,924,798	59.41%	35,917,795	36,397,048	2,951,788	20,781,645	57.10%
12 - Instructional Resources and Media Services	760,393	760,393	52,567	378,282	49.75%	707,799	707,799	55,277	398,188	56.26%
13 - Curriculum and Instructional Staff Development	1,194,908	1,203,533	90,872	577,898	48.02%	1,167,536	1,200,795	82,166	664,858	55.37%
21 - Instructional Leadership	892,491	892,491	75,226	540,280	60.54%	958,669	958,669	74,416	508,332	53.02%
23 - School Leadership	4,589,404	4,589,404	410,060	2,616,436	57.01%	4,365,932	4,376,760	336,908	2,451,240	56.01%
31 - Guidance, Counseling and Evaluation	2,576,912	2,660,412	227,312	1,561,896	58.71%	2,505,006	2,505,006	198,611	1,407,934	56.20%
33 - Health Services	793,022	793,022	65,891	410,740	51.79%	744,683	744,683	66,015	474,852	63.77%
34 - Student Transportation	3,866,030	4,419,365	253,582	2,872,013	64.99%	3,399,872	3,399,872	356,502	993,655	29.23%
35- Food Service	12,150	12,150	-	2,108	17.35%	30,000	30,000	-	17,837	59.46%
36 - Cocurricular/Extra Curricular Activities	1,923,034	1,923,034	181,304	1,176,845	61.20%	2,036,873	2,064,495	174,875	966,288	46.81%
41 - General Administration	3,679,125	3,720,500	328,198	2,082,180	55.97%	3,384,172	3,376,772	236,588	1,759,921	52.12%
51 - Plant Maintenance and Facility Services	8,169,693	8,559,693	636,757	4,461,196	52.12%	8,025,167	8,226,096	619,016	4,534,635	55.12%
52 - Security and Monitoring Services	1,574,911	1,574,911	119,326	923,604	58.64%	1,626,351	1,626,351	123,854	809,702	49.79%
53 - Data Processing Services	1,680,725	1,680,725	118,192	1,090,669	64.89%	1,283,616	1,356,096	102,502	893,353	65.88%
61 - Community Services	195,861	195,861	16,714	106,701	54.48%	182,741	197,191	28,819	122,113	61.93%
71 - Debt Service	203,000	203,000	-	100,987	49.75%	203,000	203,000	-	100,987	49.75%
93 - Shared Service Agreement	153,518	153,518	-	-	0.00%	153,518	153,518	-	-	0.00%
95 - Payments to Juvenile Justice Alternative Program	20,000	20,000	-	3,000	15.00%	20,000	20,000	-	19,302	96.51%
99 - Other Intergovernmental Charges	165,000	165,000	-	83,802	50.79%	165,000	165,000	-	82,456	49.97%
Other Financing Uses	-	979,491	-	-	-	-	-	-	-	-
Total expenditures	\$ 67,753,604	\$ 69,726,430	\$ 5,644,228	\$ 39,913,434	57.24%	\$ 66,877,730	\$ 67,709,151	\$ 5,407,337	\$ 36,987,298	54.63%
EXPENDITURE SUMMARY BY OBJECT:										
61XX - Payroll Cost	55,484,529	54,743,725	4,474,714	31,840,990	58.16%	54,323,283	53,914,472	4,318,365	30,908,103	57.33%
62XX - Professional and Contracted Services	6,764,308	7,394,442	397,804	3,808,893	51.51%	7,630,778	8,259,214	744,998	3,576,270	43.30%
63XX - Supplies and Materials	2,921,612	3,091,742	217,380	1,345,240	43.51%	2,922,286	3,221,806	260,657	1,435,169	44.55%
64XX - Other Operating Expenses	1,892,155	2,161,639	554,330	1,717,956	79.47%	1,786,383	2,053,759	66,417	910,808	44.35%
65XX - Debt Service Payment	203,000	203,000	-	100,987	49.75%	203,000	203,000	-	100,987	49.75%
66XX - Capital Outlay Expenses	488,000	1,152,391	-	1,099,368	95.40%	12,000	56,900	16,900	55,961	98.35%
89XX - Other Uses	-	979,491	-	-	-	-	-	-	-	-
Total expenditures	\$ 67,753,604	\$ 69,726,430	\$ 5,644,228	\$ 39,913,434	57.24%	\$ 66,877,730	\$ 67,709,151	\$ 5,407,337	\$ 36,987,298	54.63%
Excess (Deficiency) of Revenues Over Expenditures	\$ (344,983)	\$ (1,713,318)	\$ 3,886,666	\$ 7,320,580		\$ (802,710)	\$ (1,414,152)	\$ 7,447,466	\$ 15,202,462	

CEDAR HILL INDEPENDENT SCHOOL DISTRICT
(UNAUDITED) STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
CHILD NUTRITION FUND (240)
FOR THE FIVE MONTHS ENDING JANUARY 31, 2022



	CURRENT YEAR 2021-2022					PRIOR YEAR 2020-2021				
	Original Budget	Amended Budget	January 2022	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	January 2021	Actual Year to Date	Actual to Budget
REVENUES:										
Local and Intermediate Sources	800,268	800,268	27,816	153,813	19.22%	867,024	867,024	6,001	45,274	5.22%
State Program Revenues	24,000	24,000	-	-	0.00%	24,000	24,000	-	-	0.00%
Federal Program Revenues	3,551,653	3,551,653	343,109	2,276,822	64.11%	3,598,399	3,598,399	139,484	887,958	24.68%
Other Financing Sources	-	-	-	-	-	-	-	-	-	-
Total revenues	\$ 4,375,921	\$ 4,375,921	\$ 370,925	\$ 2,430,635	55.55%	\$ 4,489,423	\$ 4,489,423	\$ 145,485	\$ 933,232	20.79%
EXPENDITURE SUMMARY BY FUNCTION:										
35 - Child Nutrition/Food Service	4,304,789	4,304,789	488,178	2,720,522	63.20%	4,489,423	4,489,423	386,271	1,741,308	38.79%
51 - Plant Maintenance and Facility Services	-	-	-	-	-	250,000	250,000	-	-	-
Total expenditures	\$ 4,304,789	\$ 4,304,789	\$ 488,178	\$ 2,720,522	63.20%	\$ 4,739,423	\$ 4,739,423	\$ 386,271	\$ 1,741,308	36.74%
EXPENDITURE SUMMARY BY OBJECT:										
61XX - Payroll Cost	477,000	477,000	36,661	262,796	55.09%	477,000	477,000	40,831	261,298	54.78%
62XX - Professional and Contracted Services	3,265,861	3,266,861	378,708	2,113,569	64.70%	3,607,423	3,615,183	344,148	1,177,358	32.57%
63XX - Supplies and Materials	439,928	438,928	72,809	331,575	75.54%	355,000	338,340	1,292	278,701	82.37%
64XX - Other Operating Expenses	22,000	22,000	-	12,582	57.19%	-	22,000	-	7,037	31.99%
66XX - Capital Outlay Expenses	100,000	100,000	-	-	0.00%	300,000	286,900	-	16,914	5.90%
89XX - Other Uses	-	-	-	-	-	-	-	-	-	-
Total expenditures	\$ 4,304,789	\$ 4,304,789	\$ 488,178	\$ 2,720,522	63.20%	\$ 4,739,423	\$ 4,739,423	\$ 386,271	\$ 1,741,308	36.74%
Excess (Deficiency) of Revenues Over Expenditures	\$ 71,132	\$ 71,132	\$ (117,253)	\$ (289,887)		\$ (250,000)	\$ (250,000)	\$ (240,786)	\$ (808,076)	

CEDAR HILL INDEPENDENT SCHOOL DISTRICT
(UNAUDITED) STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
DEBT SERVICE FUND (599)
FOR THE FIVE MONTHS ENDING JANUARY 31, 2022



	CURRENT YEAR 2021-2022					PRIOR YEAR 2020-2021				
	Original Budget	Amended Budget	January 2022	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	January 2021	Actual Year to Date	Actual to Budget
REVENUES:										
Local and Intermediate Sources	14,555,516	14,555,516	3,369,997	11,645,147	80.01%	13,621,566	13,621,566	4,385,228	12,183,672	89.44%
State Program Revenues	289,207	303,515	-	274,504	90.44%	314,215	314,215	-	297,921	94.81%
Federal Program Revenues	-	375,000	-	176,617	47.10%	-	-	-	-	0.00%
Other Financing Sources	-	-	-	-	-	-	-	-	-	-
Total revenues	\$ 14,844,723	\$ 15,234,031	\$ 3,369,997	\$ 12,096,268	79.40%	\$ 13,935,781	\$ 13,935,781	\$ 4,385,228	\$ 12,481,593	89.57%
EXPENDITURE SUMMARY BY FUNCTION:										
71 - Debt Service Cost	11,226,056	11,615,364	3,500	6,645,238	57.21%	12,644,238	12,644,238	-	6,632,986	52.46%
Other Financing Uses	-	-	-	-	-	-	-	-	-	-
Total expenditures	\$ 11,226,056	\$ 11,615,364	\$ 3,500	\$ 6,645,238	57.21%	\$ 12,644,238	\$ 12,644,238	\$ -	\$ 6,632,986	52.46%
EXPENDITURE SUMMARY BY OBJECT:										
6511 - Bond Principal	658,458	658,458	-	223,111	33.88%	1,448,787	1,448,787	-	306,707	21.17%
6521 - Bond Interest	10,537,598	10,912,598	-	6,404,915	58.69%	11,170,451	11,170,451	-	6,312,719	56.51%
6599 - Other Debt Serv Fees	30,000	44,308	3,500	17,212	38.85%	25,000	25,000	-	13,560	54.24%
	-	-	-	-	-	-	-	-	-	-
Total expenditures	\$ 11,226,056	\$ 11,615,364	\$ 3,500	\$ 6,645,238	57.21%	\$ 12,644,238	\$ 12,644,238	\$ -	\$ 6,632,986	52.46%
Excess (Deficiency) of Revenues Over Expenditures	\$ 3,618,667	\$ 3,618,667	\$ 3,366,497	\$ 5,451,030		\$ 1,291,543	\$ 1,291,543	\$ 4,385,228	\$ 5,848,607	

11.B. Employment Retirements Resignations Terminations

Cedar Hill Independent School District BOARD OF TRUSTEES

Meeting Date: March 21, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Employment, Retirements, and Resignations
of Professional Staff

Information

BACKGROUND INFORMATION:

The following consent items, employment, retirements, resignations, and terminations have been submitted for board information.

RECOMMENDATION:

N/A

BOARD ACTION REQUIRED:

N/A

POLICY AUTHORIZATION:

DC (Local) Employment Practices

DFE (Local) Termination of Contract: Resignation

DCD (Local) Employment Practices: At-Will Employment

CONTACT PERSON:

Dr. Violet Dean, Assistant Superintendent of Human Resources

FUNDING SOURCE:

As provided in the district budget per CHISD compensation plan.

ENCLOSURES:

Under separate cover.

New Hires 02.28.22

Name	Position	Campus	Hire Date
GARRETT, TIA VALENCIA	TEACHER	107 WATERFORD OAKS ELEMENTARY	02/07/22
WILLIAMS, FLOYD L	ADMINISTRATOR - PRINCIPAL	001 CEDAR HILL HIGH	02/22/22

Resignations PUBLIC 02.28.22

Name	Position	Campus	Effective	Reason
BRAGG, TRACI THOMAS	ADMINISTRATOR	001 CEDAR HILL HIGH SCHOOL	02/11/2022	HEALTH OR FAMILY CIRCUMSTANCES
DEAN, VIOLET DENESE	ADMINISTRATOR	999 ADMINISTRATION	02/25/2022	CAREER CHANGE
DUNIGAN-KINER, TONGULA PATRICE	PROFESSIONAL	999 SPECIAL EDUCATION	02/18/2022	CAREER CHANGE
LARK, CAITLYNN COLLEEN REFLING	TEACHER	110 COLLEGIATE PREPARATORY	02/01/2022	HEALTH OR FAMILY CIRCUMSTANCES
MUSGROVE, BRICE BERNARD	TEACHER	001 CEDAR HILL HIGH SCHOOL	02/01/2022	PROMOTION IN ANOTHER DISTRICT

11.C. FACE DER Update

**Cedar Hill Independent School District
BOARD OF TRUSTEES**

Meeting Date: March 21, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Family and Community Engagement (FACE) Department
Efficiency Report Update

Information

BACKGROUND INFORMATION: This is to provide an update to the previously presented FACE Department Efficiency Report (DER). Dates included in this updated report are March 2021 to March 2022.

RECOMMENDATION: Information Only

BOARD ACTION REQUIRED: None

POLICY AUTHORIZATION: None

CONTACT PERSON: Alicia Davis, Director of Family and Community Engagement (FACE)

FUNDING SOURCE: None

ENCLOSURES: None



CEDAR HILL ISD

DEPARTMENT EFFICIENCY REPORT



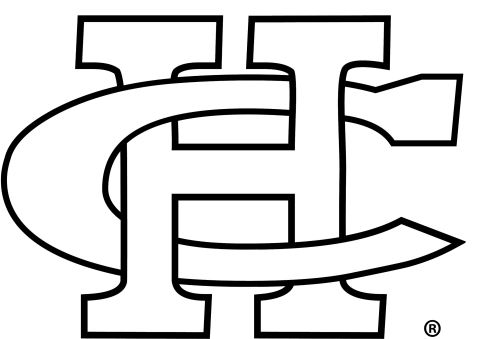
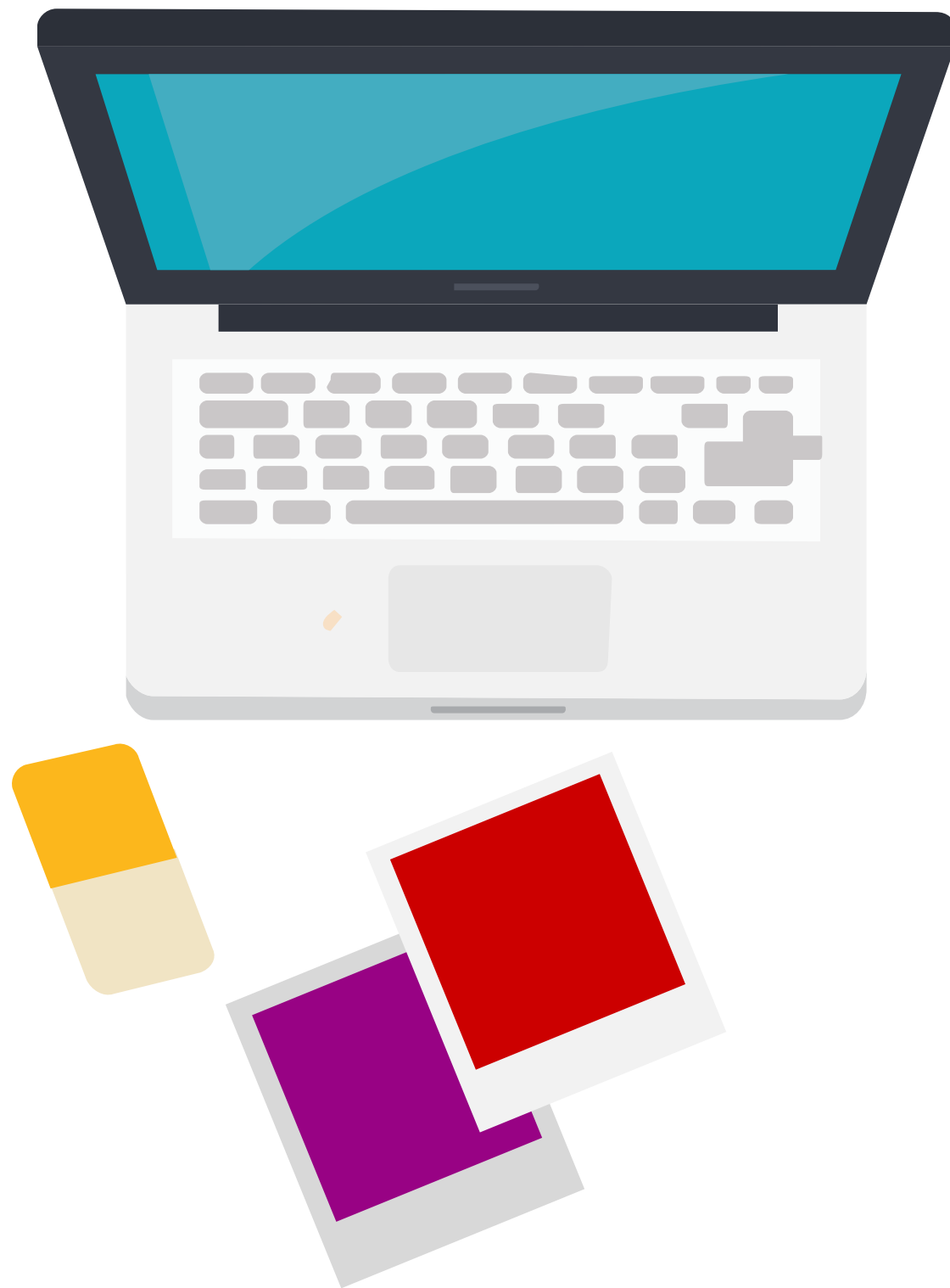
Alicia Davis
Director of Family &
Community Engagement
(FACE)

Family & Community Engagement

Mission and Goals

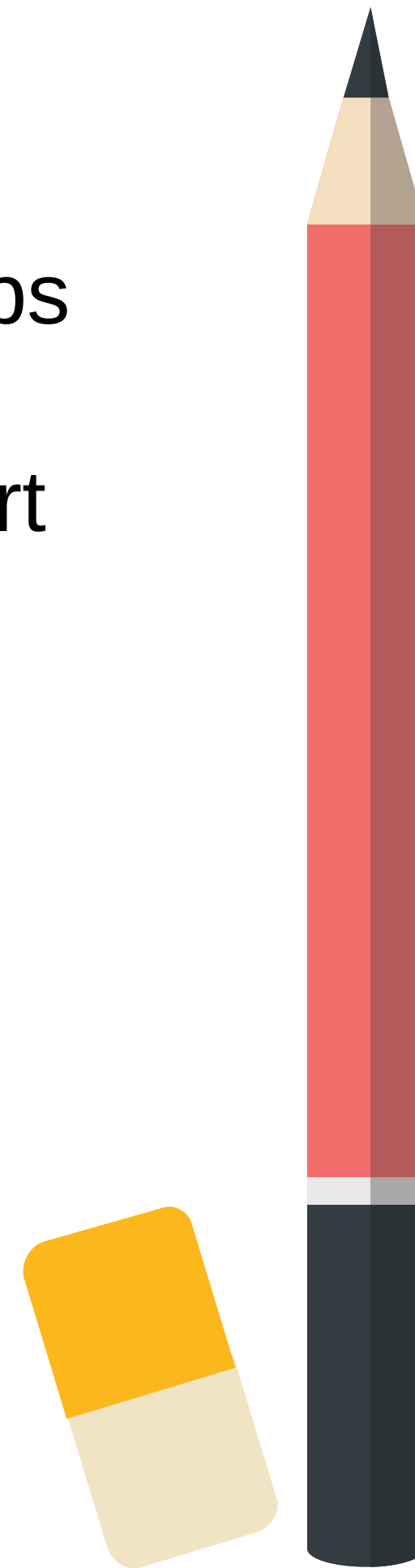
The mission of Cedar Hill ISD's Family and Community Engagement office is to strengthen the partnership between schools, families, and the community in order to execute programs that increase student success.

1. Partnerships and Resources
2. Community Engagement Efforts
3. Parental Involvement Endeavors
4. Student Leadership Opportunities
5. Special Events



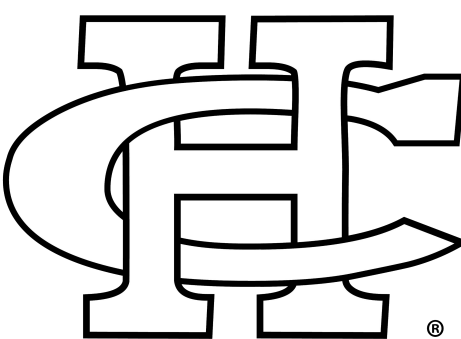
Partnerships and Resources

- Family and Staff Resources
- Teacher Supply Warehouse
- Cedar Hill Shares
- Zula B. Wylie Public Library Partnership
 - Ready4K Elementary Parenting Tips Dashboard
- C.H.A.T. (Cedar Hill Action Team) Support and MOU
- Resource One Credit Union
- Texas Trust Credit Union
- Communities Foundation of Texas
- Educate Texas
- Texas Instruments
- United Way of Metropolitan Dallas
- Big Brothers Big Sisters with the City of Cedar Hill
- Most Valuable Partner (MVP) Program



Community Engagement Efforts

- Districtwide Communication
- Blackboard Training and Support
- Community Meetings
- Surveys and Feedback Requests
 - ThoughtExchange
 - SurveyMonkey
- Volunteer Management Database
- Volunteer Background Clearance
- CHISD Community Alerts
- Superintendent's Pastor Roundtable
- Community Based Accountability
- Citywide/Neighborhood Block Party Representative
- Liaison Between District and the Community



Parental Involvement Endeavors

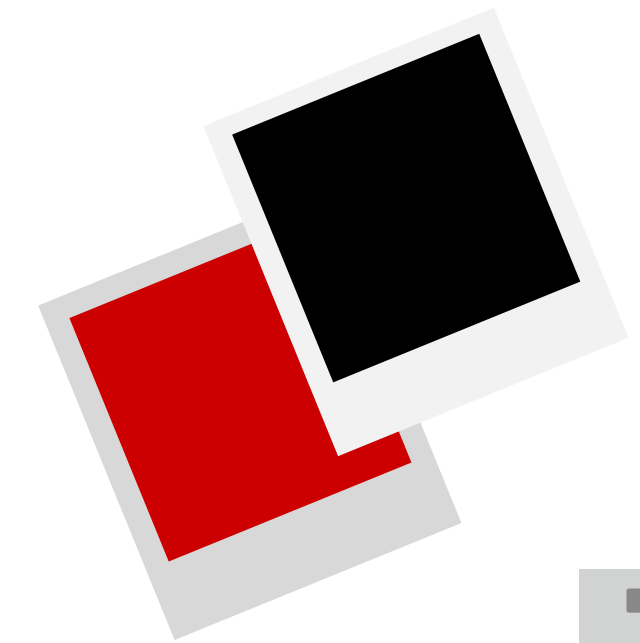
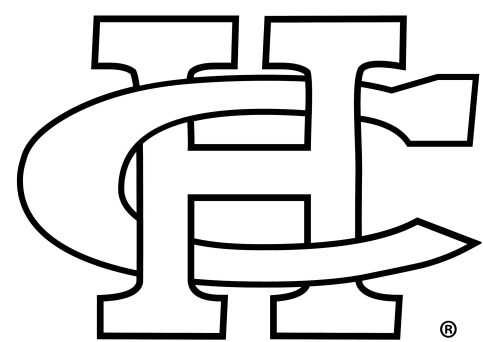
- Parent University
- Support of PTA, PTSA and APD
- Title I Parent Liaisons and Compliance
- National Parent Involvement Day
- Family Trivia Hour with Sylvan Learning
- NABSE Parents Summit
- Families First Week
- Family Resource Fair
- District Talent Show for Title I Campuses

Special Events

- Back to School Rally
- Christmas Cedar Hill
- Coats for Kids
- CTE Future Fair
- STEAM Madness
- Greenhouse Restoration
- Career Exploration Event
- Volunteer and Partner Appreciation

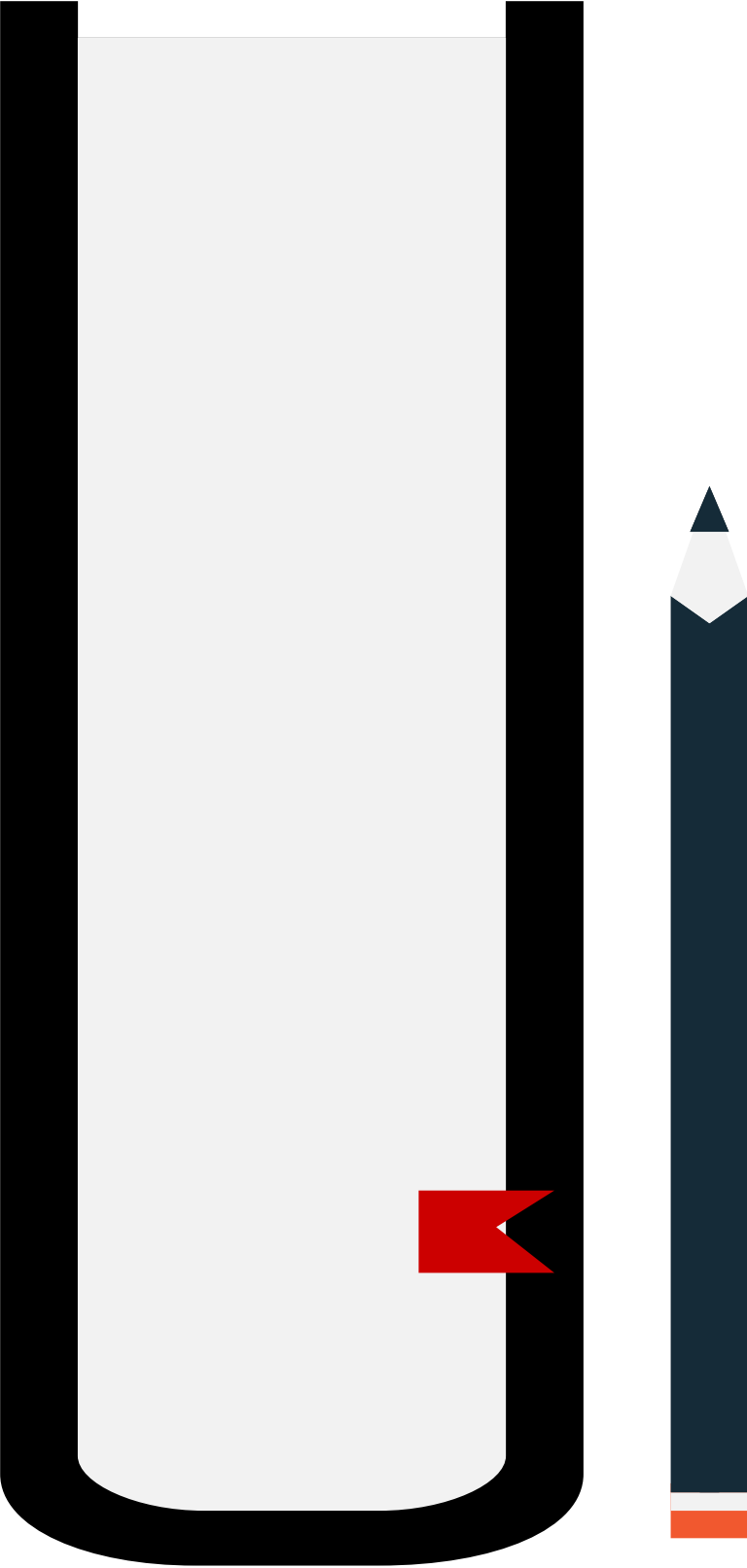
Student Leadership Opportunities

- Superintendent's Student Roundtable
- Student Volunteer Opportunities
- Mind Over Matter Student Panel



ONLINE PRESENCE STATISTICS

March 2021 to March 2022



9
Number of DPUs

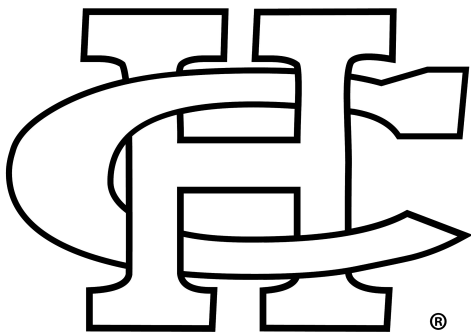
5,660
Total Live Views

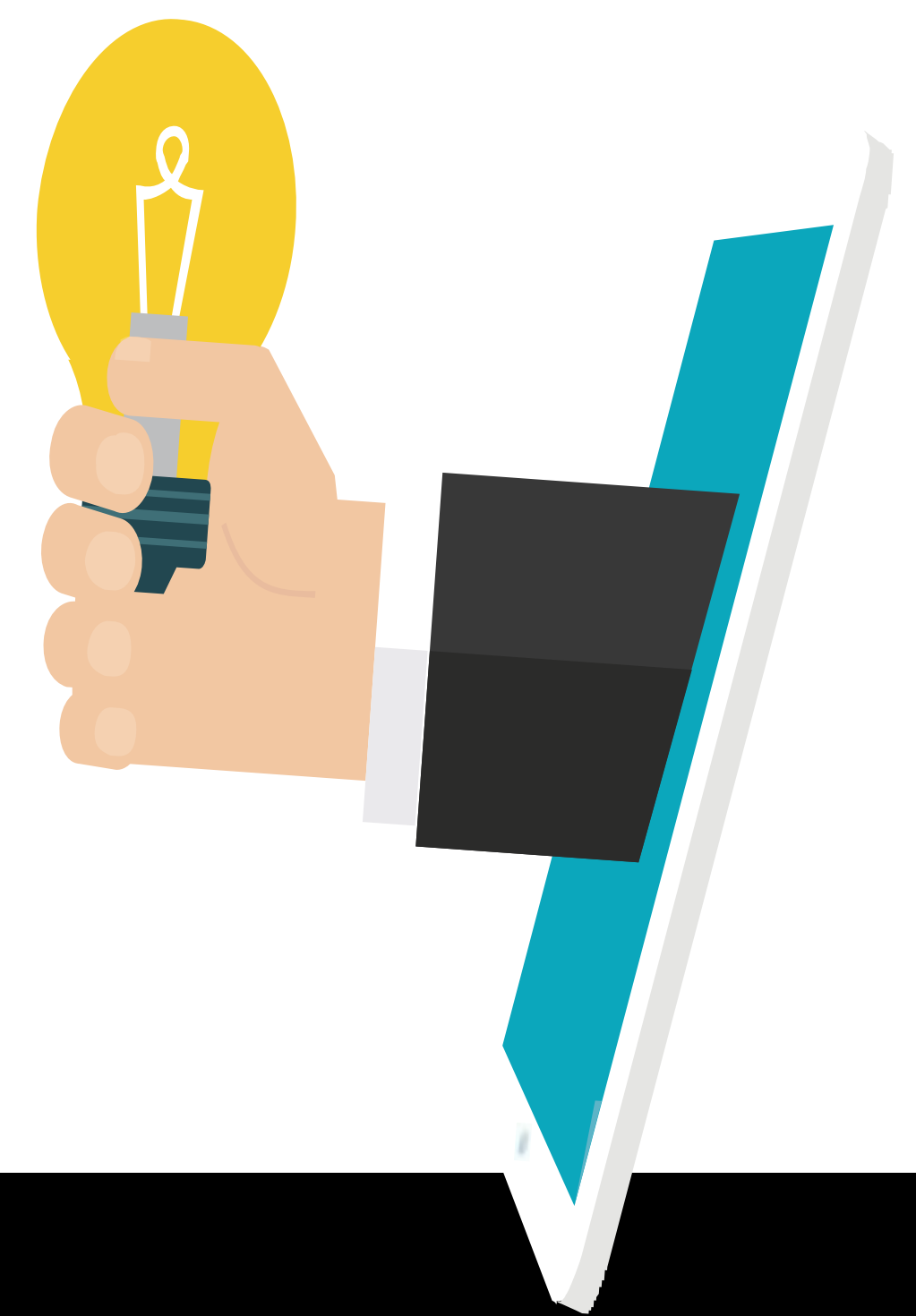
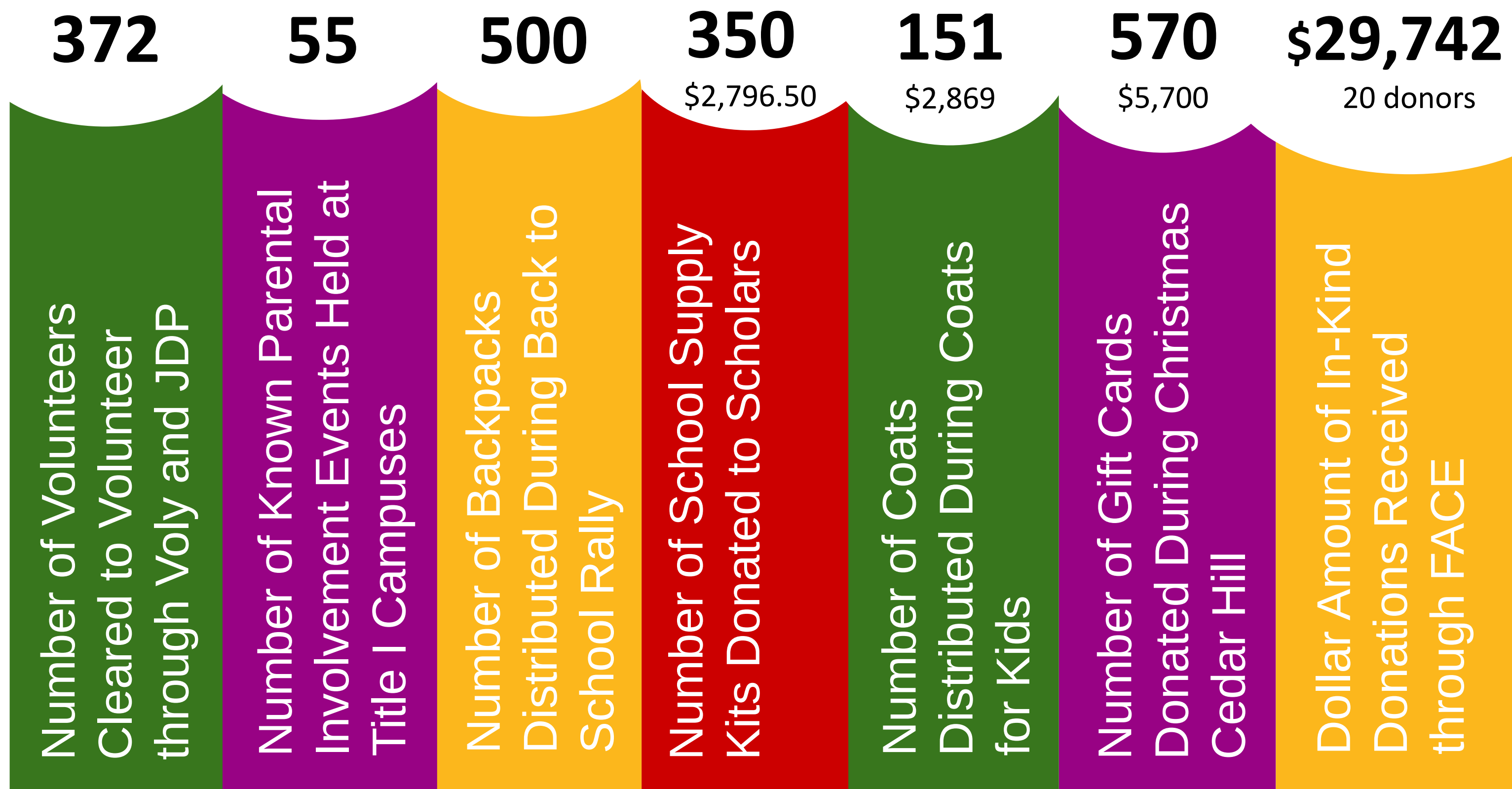
69
New Followers

9.4%
Percentage Increase

115
New Followers

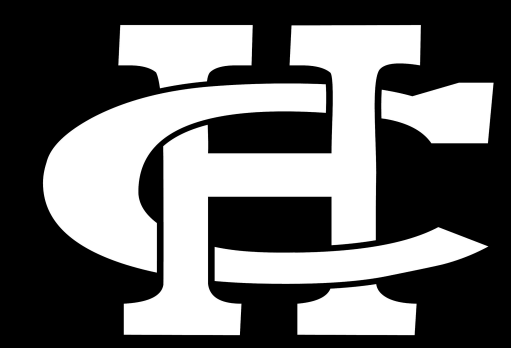
50%
Percentage Increase





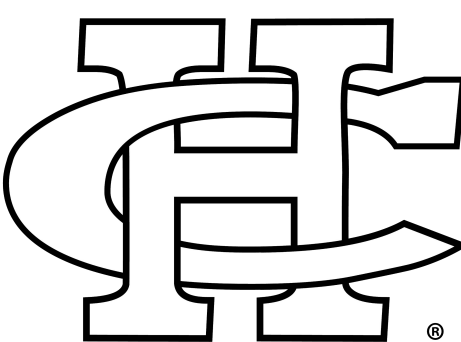
IMPACT

March 2021 to March 2022

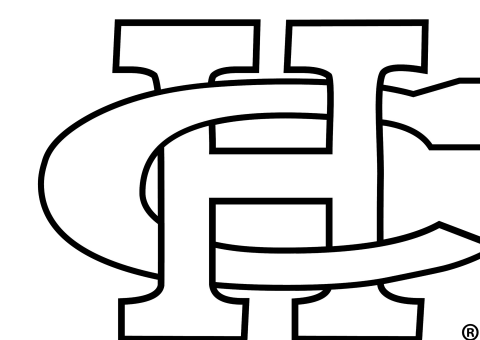


VISION FOR THE FUTURE

Increase Campus Participation and Partners Matched via the Most Valuable Partner (MVP) Program (replaced the Campus/District Community Partner or CDCP Program)



THANK YOU



11.D. Communications DER Update

**Cedar Hill Independent School District
BOARD OF TRUSTEES**

Meeting Date: March 21, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Communications Department Efficiency Report Update

Information

BACKGROUND INFORMATION: This is to provide an update to the previously presented Communications Department Efficiency Report (DER). Dates included in this updated report are March 2021 to March 2022.

RECOMMENDATION: Information Only

BOARD ACTION REQUIRED: None

POLICY AUTHORIZATION: None

CONTACT PERSON: Tierney Tinnin, Chief of Communications

FUNDING SOURCE: None

ENCLOSURES: None

12. ADJOURN