Notice of Regular Meeting

The Board of Trustees
Celina Independent School District

A Regular Meeting of the Board of Trustees of Celina Independent School District will be held Monday, February 15, 2021, beginning at 6:15 PM in the Via Zoom.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken n the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. **CALL TO ORDER & ESTABLISH QUORUM**
   A. Invocation
2. **OPEN FORUM**
   A. Comments from Visitors Who Wish to Address Board Members on Agenda or Non-Agenda Topics
3. **INFORMATION/CONFIRMATION AGENDA ITEMS:**
   A. Construction Report
      Presenter: Claycomb/Northstar
   B. Discuss Technology One-to-One Options
      Presenter: Lori Sitzes / Marilyn Chamberlin
   C. Review 2020 Racial Profiling Report
      Presenter: Bobby Manson
   D. Presentation of New CISD Logo
      Presenter: Dr. Tom Maglisceau
4. **PUBLIC HEARING - OPPORTUNITY FOR PUBLIC INPUT REGARDING THE 2019-2020 TAPR REPORT**
   A. **PUBLIC PARTICIPATION**
      Presenter: Lori Sitzes
5. **SUPERINTENDENT'S REPORT**
   A. Information / Superintendent's Update
      Presenter: Dr. Tom Maglisceau
6. **ACTION/BRIEFING AGENDA ITEMS**
   A. Discuss and Approve Local Implementation Option for Reading Academies through Region 10
      Presenter: LeiAnn Stovall
   B. Approve Waiver for Virtual Instruction for Non-testers
      Presenter: Russell McDaniel
   C. Approve Resolution Regarding Wage Payments During Emergency School Closings
      Presenter: Dr. John Mathews
7. **CLOSED MEETING-**
   Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee.

   Pursuant to Texas Government Code Section 551.072, deliberation regarding the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person.

Pursuant to Texas Government Code Section 551.089, deliberation regarding security devices or security audits. (1) Security assessments or deployments relating to information resources technology; (2) network security information as described by Section 2059.055 (b); or (3) the deployment, or specific occasions for implementation, of security personnel, critical infrastructure, or security devices.

A. Personnel
    1. Superintendent Contract
B. Real Property
C. Safety and Security

8. **RECONVENE - Open meeting to vote on matters considered in closed session in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, to take action necessary regarding personnel.**
9. **ACTION TAKEN ON ITEMS DISCUSSED IN CLOSED SESSION**
10. **CONSENT/CONFIRMATION AGENDA ITEMS**
    A. Minutes of the January 25, 2021 Regular Meeting.
    B. Monthly Cash Distributions/Cash Balance/Investment Report/Budget Amendments
11. **ADJOURNMENT**

If, during the course of the meeting, discussion of any items on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the preside officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [*See* BEC(LEGAL)]

This meeting was posted in accordance with the Texas Open Meetings Act on Friday, February 12, 2021 at 5:00 PM.

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For the Board of Trustees

Report Type: FULL
Date Range: 01/01/2020-12/31/2020
Agency Name: CELINA ISD POLICE DEPARTMENT
Reporting Date: 2/5/21
TCOLE Agency Number: 085903
Chief Administrator: CHIEF BOBBY MANSON
Agency Contact Information:

Phone: 469-742-9175
EMAIL: bobbymanson@celinaisd.com
Mailing Address: 3455 N. PRESTON RD, CELINA, TX 75009

Celina ISD Police Department has adopted a detailed written policy on racial profiling. Our policy:

1. clearly defines acts constituting racial profiling;
2. strictly prohibits peace officers employed by the Celina ISD Police Department from
3. implements a process by which an individual may file a complaint with the Celina ISD Police Department if the individual believes that a peace officer employed by the Celina ISD Police Department has engaged in racial profiling with respect to the individual;
4. provides public education relating to the agency's complaint process;
5. requires appropriate corrective action to be taken against a peace officer employed by the celina ISD Police Department who, after an investigation, is shown to hane engaged in racial profiling in violation of the Celina ISD Police Department's policy;
6. requires collection of information relating to motor vehicle stops in which a citation is issued and to arrest made as a result of those stops, including information relating to:
    a. the race or ethnicity of the individual detained;
    b. whether a search was conducted and, if so, whether the individual detained consented to the search:
    c. whether the peace officer knew the race or ethnicity of the individual detained before detaining that individual;
    d. whether the peace officer used physical force that resulted in bodily injury during the stop;
    e. the location of the stop;
    f. the reason for the stop.
7. required the chief administrator of the agency, regardless of whether the administrator is elected, employed, or appointed, to submit an annual report of the information collected under Subdivision (6) to:
    a. the Commission on Law Enforcement; and
    b. the governing body of each county or municipality served by the agency, if the agency is an agency of a county, municipality, or political subdivision of the state.

The Celina ISD Police Department has satisfied the statutory data audit requirements as precribed in Article 2.133 ©, Code of Criminal Procedure during the reporting period.

Executed By: Bobby R.B. Manson
Chief Administrator: CHIEF BOBBY MANSON
Date: 2/5/21

CELINA ISD POLICE DEPARTMENT RACIAL PROFILING REPORT (FULL) 01/01/2020-12/31/2020

	NUMBER	PERCENT
01. TOTAL STOPS:	**60**	**100%**
02. LOCAION OF STOPS:		
A. CITY STREETS	43	72%
B. US HIGHWAY	0	0%
C. STATE HIGHWAY	14	23%
D. COUNTY ROAD	3	5%
E. PRIVATE PROPERTY/OTHER	0	0%
TOTAL STOPS/PERCENTAGE CALC	**60**	**100%**
03. RACE KNOWN PRIOR TO STOP:		
A. NO	59	98%
B. YES	1	2%
TOTAL STOPS/PERCENTAGE CALC	**60**	**100%**
04. RACE OR ECHNICITY:		
A. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
B. ASIAN/PACIFIC-ISLANDER	2	3%
C. BLACK	4	7%
D. WHITE	49	82%
E. HISPANIC/LATINO	5	8%
TOTAL STOPS/PERCENTAGE CALC	**60**	**100%**
05. GENDER: FEMALE	35	58%
A. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
B. ASIAN/PACIFIC-ISLANDER	0	0%
C. BLACK	3	5%
D. WHITE	29	48%
E. HISPANIC/LATINO	3	5%
GENDER: MALE	25	42%
A. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
B. ASIAN/PACIFIC-ISLANDER	2	3%
C. BLACK	1	2%
D. WHITE	20	33%
E. HISPANIC/LATINO	2	3%
TOTAL STOPS/PERCENTAGE CALC	**60**	**100%**

CELINA ISD POLICE DEPARTMENT RACIAL PROFILING REPORT (FULL) 01/01/2020-12/31/2020

06. REASON FOR STOP:		
A. VIOLATION OF LAW	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
B. PRE-EXISTING KNOWLEDGE	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
C. MOVING TRAFFIC VIOLATION	57	95%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	2	3%
III. BLACK	3	5%
IV. WHITE	47	78%
V. HISPANIC/LATINO	5	8%
D. VEHICLE TRAFFIC VIOLATION	3	5%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	1	2%
IV. WHITE	2	3%
V. HISPANIC/LATINO	0	0%
TOTAL STOPS/PERCENTAGE CALC	**60**	**100%**

07. WAS SEARCH CONDUCTED		
A. NO	60	100%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
B. YES	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
TOTAL STOPS/PERCENTAGE CALC	**60**	**100%**

CELINA ISD POLICE DEPARTMENT RACIAL PROFILING REPORT (FULL) 01/01/2020-12/31/2020

08. REASON FOR SEARCH		
A. CONSENT	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
B. CONTRABAND PLAIN VIEW	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
C. PROBABLE CAUSE	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
D. INVENTORY	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
E. INCIDENT TO ARREST	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
TOTAL STOPS/PERCENTAGE CALC	**60**	**100%**

09. WAS CONTRAND DISCOVERED		
A. YES	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
B. NO	60	100%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	2	3%
III. BLACK	4	7%
IV. WHITE	49	82%
V. HISPANIC/LATINO	5	8%
TOTAL STOPS/PERCENTAGE CALC	**60**	**100%**

CELINA ISD POLICE DEPARTMENT RACIAL PROFILING REPORT (FULL) 01/01/2020-12/31/2020

10. DESCRIPTION OF CONTRABAND		
A. DRUGS	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
B. CURRENCY	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
C. WEAPONS	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
D. ALCOHOL	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
E. STOLEN PROPERTY	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
F. OTHER	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
TOTAL STOPS/PERCENTAGE CALC	**60**	**100%**

CELINA ISD POLICE DEPARTMENT RACIAL PROFILING REPORT (FULL) 01/01/2020-12/31/2020

11. RESULT OF STOP		
A. VERBAL WARNING	9	15%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	1	2%
IV. WHITE	6	10%
V. HISPANIC/LATINO	2	3%
B. WRITTEN WARNING	45	75%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	2	3%
III. BLACK	2	3%
IV. WHITE	38	63%
V. HISPANIC/LATINO	3	5%
C. CITATION	6	10%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	1	2%
IV. WHITE	5	8%
V. HISPANIC/LATINO	0	0%
D. WRITTEN WARNING & ARREST	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
E. CITATION & ARREST	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
F. ARREST	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
TOTAL STOPS/PERCENTAGE CALC	**60**	**100%**

CELINA ISD POLICE DEPARTMENT RACIAL PROFILING REPORT (FULL) 01/01/2020-12/31/2020

12. ARREST BASED ON		
A. VIOLATION OF PENAL CODE	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
B. VIOLATION OF TRAFFIC LAW	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
C. VIOLATION OF CITY ORDINANCE	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
D. OUTSTANDING WARRANT	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
TOTAL STOPS/PERCENTAGE CALC	**60**	**100%**

13. WAS PHYSICAL FORCE USED		
A. NO	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
B. YES	0	0%
I. ALAKSA-NATIVE/AMERICAN-INDIAN	0	0%
II. ASIAN/PACIFIC-ISLANDER	0	0%
III. BLACK	0	0%
IV. WHITE	0	0%
V. HISPANIC/LATINO	0	0%
TOTAL STOPS/PERCENTAGE CALC	**60**	**100%**

13A. PHYSICAL FORCE RESULTING TO		
I. SUSPECT	0	0%
II. OFFICER	0	0%
III. BOTH	0	0%
TOTAL STOPS/PERCENTAGE CALC	**60**	**100%**

14. TOTAL NUMBER OF COMPLAINTS	0	0%
A. RESULTING IN DISCIPLINARY ACTION	0	0%
B. DID NOT RESULT IN DISCIPLINARY ACTION	0	0%
TOTAL STOPS/PERCENTAGE CALC	**60**	**100%**

SUBMITTED ELECTRONICALLY TO THE

TEXAS COMMISSION ON LAW ENFORCEMENT

CELINA
INDEPENDENT SCHOOL DISTRICT

2019-20 Texas Academic Performance Report

District Name: **CELINA ISD**

District Number: **043903**

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

2020 Special Education Determination Status:

Meets Requirements

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

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

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

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		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	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	78%	**88%**	*	75%	92%	*	*	-	*	76%	*	89%	88%	76%	67%
	2018	77%	78%	**92%**	88%	78%	97%	*	*	-	100%	79%	*	92%	94%	70%	75%
At Meets Grade Level or Above	2019	45%	48%	**60%**	*	48%	64%	*	*	-	*	36%	*	58%	65%	46%	61%
	2018	43%	45%	**58%**	50%	40%	64%	*	*	-	83%	29%	*	56%	64%	30%	33%
At Masters Grade Level	2019	27%	30%	**40%**	*	27%	44%	*	*	-	*	15%	*	40%	42%	24%	39%
	2018	25%	27%	**36%**	0%	10%	48%	*	*	-	33%	14%	*	33%	43%	12%	8%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	81%	**89%**	*	73%	94%	*	*	-	*	76%	*	91%	83%	81%	61%
	2018	78%	79%	**92%**	88%	80%	96%	*	*	-	100%	57%	*	93%	89%	76%	71%
At Meets Grade Level or Above	2019	49%	52%	**57%**	*	32%	65%	*	*	-	*	30%	*	58%	54%	41%	22%
	2018	47%	50%	**69%**	50%	55%	75%	*	*	-	83%	36%	*	70%	66%	42%	50%
At Masters Grade Level	2019	25%	28%	**28%**	*	11%	33%	*	*	-	*	12%	*	30%	23%	11%	6%
	2018	23%	26%	**33%**	25%	20%	38%	*	*	-	33%	14%	*	30%	40%	15%	13%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	75%	**88%**	78%	70%	94%	*	*	-	100%	57%	100%	87%	89%	59%	64%
	2018	73%	73%	**90%**	100%	77%	94%	*	*	-	100%	72%	100%	93%	85%	79%	87%
At Meets Grade Level or Above	2019	44%	46%	**56%**	44%	28%	66%	*	*	-	57%	24%	83%	58%	53%	35%	28%
	2018	46%	47%	**64%**	80%	40%	71%	*	*	-	83%	40%	40%	69%	55%	47%	53%
At Masters Grade Level	2019	22%	24%	**31%**	11%	7%	41%	*	*	-	14%	10%	50%	32%	29%	14%	12%
	2018	24%	26%	**33%**	20%	21%	36%	*	*	-	67%	24%	40%	39%	22%	16%	33%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	77%	**82%**	67%	65%	89%	*	*	-	86%	52%	100%	86%	76%	65%	60%
	2018	78%	79%	**91%**	100%	77%	95%	*	*	-	100%	68%	100%	94%	85%	84%	93%
At Meets Grade Level or Above	2019	48%	51%	**56%**	44%	40%	62%	*	*	-	57%	19%	100%	58%	53%	32%	32%
	2018	49%	51%	**62%**	60%	42%	68%	*	*	-	83%	44%	80%	63%	60%	35%	53%
At Masters Grade Level	2019	28%	32%	**30%**	22%	12%	38%	*	*	-	0%	14%	67%	32%	26%	5%	4%
	2018	27%	30%	**39%**	20%	21%	46%	*	*	-	50%	20%	40%	46%	28%	23%	33%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	68%	**76%**	78%	53%	83%	*	*	-	100%	38%	100%	77%	75%	62%	52%
	2018	63%	64%	**79%**	80%	67%	82%	*	*	-	100%	56%	100%	82%	74%	70%	87%
At Meets Grade Level or Above	2019	35%	38%	**42%**	11%	26%	51%	*	*	-	29%	14%	100%	39%	45%	27%	28%
	2018	39%	42%	**57%**	80%	37%	61%	*	*	-	100%	28%	60%	57%	58%	47%	47%
At Masters Grade Level	2019	11%	13%	**11%**	0%	2%	15%	*	*	-	14%	5%	17%	11%	11%	0%	0%
	2018	11%	14%	**18%**	20%	9%	21%	*	*	-	17%	16%	20%	18%	18%	7%	20%

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

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

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

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	87%	**96%**	80%	88%	99%	*	*	-	100%	84%	100%	98%	93%	88%	81%
	2018	84%	85%	**98%**	*	96%	99%	*	*	-	100%	95%	100%	99%	97%	98%	93%
At Meets Grade Level or Above	2019	54%	57%	**78%**	80%	60%	83%	*	*	-	100%	52%	83%	82%	69%	68%	50%
	2018	54%	57%	**77%**	*	61%	82%	*	*	-	100%	50%	60%	76%	79%	60%	52%
At Masters Grade Level	2019	29%	33%	**48%**	40%	24%	54%	*	*	-	71%	12%	50%	47%	49%	29%	19%
	2018	26%	29%	**40%**	*	20%	46%	*	*	-	57%	25%	20%	42%	37%	20%	15%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	91%	**99%**	100%	98%	99%	*	*	-	100%	92%	100%	100%	97%	98%	94%
	2018	91%	91%	**100%**	*	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
At Meets Grade Level or Above	2019	58%	61%	**74%**	60%	55%	79%	*	*	-	86%	48%	83%	76%	69%	54%	63%
	2018	58%	60%	**79%**	*	63%	84%	*	*	-	86%	60%	90%	81%	76%	65%	56%
At Masters Grade Level	2019	36%	40%	**55%**	60%	43%	56%	*	*	-	57%	44%	33%	58%	47%	41%	56%
	2018	30%	33%	**49%**	*	37%	55%	*	*	-	43%	15%	70%	48%	52%	30%	30%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	75%	**91%**	80%	78%	95%	*	*	-	100%	68%	100%	90%	93%	83%	88%
	2018	76%	76%	**95%**	*	87%	98%	*	*	-	100%	75%	89%	94%	98%	80%	85%
At Meets Grade Level or Above	2019	49%	50%	**66%**	60%	39%	73%	*	*	-	86%	28%	67%	65%	68%	51%	44%
	2018	41%	42%	**72%**	*	49%	81%	*	*	-	86%	45%	78%	72%	73%	50%	41%
At Masters Grade Level	2019	24%	25%	**36%**	40%	12%	40%	*	*	-	71%	12%	33%	36%	36%	22%	13%
	2018	17%	18%	**44%**	*	20%	51%	*	*	-	71%	40%	44%	43%	45%	23%	19%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	70%	**85%**	*	65%	92%	*	*	-	100%	35%	92%	87%	82%	69%	54%
	2018	69%	71%	**86%**	*	70%	91%	*	*	*	100%	32%	100%	87%	83%	72%	55%
At Meets Grade Level or Above	2019	37%	41%	**58%**	*	31%	66%	*	*	-	88%	20%	62%	57%	59%	31%	8%
	2018	39%	42%	**57%**	*	43%	65%	*	*	*	33%	16%	50%	62%	47%	30%	23%
At Masters Grade Level	2019	18%	20%	**26%**	*	14%	29%	*	*	-	38%	10%	31%	28%	23%	14%	4%
	2018	19%	21%	**32%**	*	24%	38%	*	*	*	0%	11%	0%	36%	26%	12%	5%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	83%	**92%**	*	88%	93%	*	*	-	100%	70%	100%	94%	88%	86%	84%
	2018	77%	79%	**94%**	*	85%	96%	*	*	*	100%	63%	83%	95%	91%	82%	82%
At Meets Grade Level or Above	2019	47%	51%	**61%**	*	32%	70%	*	*	-	88%	25%	62%	63%	58%	37%	24%
	2018	44%	49%	**68%**	*	57%	72%	*	*	*	78%	21%	67%	69%	65%	46%	41%
At Masters Grade Level	2019	21%	25%	**27%**	*	14%	31%	*	*	-	38%	15%	23%	28%	26%	14%	8%
	2018	18%	22%	**29%**	*	9%	39%	*	*	*	22%	16%	33%	27%	33%	12%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	**91%**	*	83%	95%	*	*	*	100%	47%	100%	91%	90%	79%	76%
	2018	74%	76%	**88%**	67%	82%	92%	*	-	-	60%	33%	100%	86%	91%	74%	63%

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

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

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

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

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

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

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

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

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

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

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

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At Meets Grade Level or Above	2019	55%	58%	**67%**	75%	54%	73%	*	*	-	44%	19%	83%	67%	65%	49%	39%
	2018	53%	56%	**71%**	64%	55%	76%	86%	80%	*	88%	26%	83%	71%	70%	54%	36%
At Masters Grade Level	2019	33%	36%	**42%**	50%	32%	47%	*	*	-	19%	9%	17%	42%	42%	32%	6%
	2018	31%	34%	**43%**	45%	24%	49%	86%	40%	*	53%	10%	50%	41%	47%	18%	14%

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

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Texas Academic Performance Report
2019-20 District Progress

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	62	**64**	44	49	71	*	*	-	33	60	67	64	65	50	52
	2018	63	64	**64**	70	60	65	*	*	-	83	76	60	64	63	64	63
Grade 4 Mathematics	2019	65	67	**58**	38	45	63	*	*	-	42	55	92	58	56	47	40
	2018	65	67	**62**	70	56	64	*	*	-	58	60	80	65	56	56	73
Grade 5 ELA/Reading	2019	81	83	**85**	70	78	88	*	*	-	86	77	100	87	81	81	75
	2018	80	82	**76**	*	74	76	*	*	-	86	84	28	78	72	85	85
Grade 5 Mathematics	2019	83	85	**89**	80	85	91	*	*	-	93	90	67	92	85	89	81
	2018	81	82	**86**	*	84	87	*	*	-	64	87	90	83	91	84	89
Grade 6 ELA/Reading	2019	42	46	**46**	*	38	48	*	*	-	57	19	65	44	48	38	19
	2018	47	50	**49**	*	42	54	*	*	*	33	34	33	49	50	34	34
Grade 6 Mathematics	2019	54	58	**49**	*	43	50	*	*	-	71	44	31	49	49	41	41
	2018	56	60	**59**	*	54	61	*	*	*	50	75	50	55	67	49	52
Grade 7 ELA/Reading	2019	77	78	**87**	*	90	86	*	*	*	100	77	100	86	89	88	100
	2018	76	77	**80**	*	73	84	*	-	-	80	65	100	81	78	68	59
Grade 7 Mathematics	2019	62	64	**83**	*	73	87	*	*	*	83	67	90	82	84	72	76
	2018	67	69	**73**	*	68	76	*	-	-	90	50	80	71	77	69	64
Grade 8 ELA/Reading	2019	77	78	**83**	70	79	84	*	*	-	80	76	*	81	86	81	91
	2018	79	80	**72**	93	74	72	75	*	-	59	84	*	74	70	80	50
Grade 8 Mathematics	2019	82	81	**92**	80	92	93	*	-	-	100	94	*	92	91	94	100
	2018	81	80	**85**	83	74	90	*	*	-	100	63	*	84	88	79	70
End of Course English II	2019	69	71	**74**	82	80	74	*	-	-	31	90	*	73	75	70	60
	2018	67	67	**69**	57	70	70	-	*	*	72	44	*	69	69	74	69
End of Course Algebra I	2019	75	78	**61**	78	43	65	*	*	-	83	36	50	61	62	52	31
	2018	72	75	**76**	38	68	78	79	*	-	100	50	*	78	72	59	*
All Grades Both Subjects	2019	69	71	**73**	63	67	75	74	100	*	72	65	70	73	72	68	60
	2018	69	71	**70**	66	66	72	72	75	*	71	66	68	70	71	67	65
All Grades ELA/Reading	2019	68	70	**74**	63	70	76	81	100	*	65	65	79	74	74	70	63
	2018	69	70	**68**	70	65	70	69	67	*	66	66	57	69	67	67	61
All Grades Mathematics	2019	70	72	**71**	63	63	74	67	100	*	79	65	62	72	70	66	59
	2018	70	72	**73**	61	67	75	75	86	*	77	66	78	72	75	66	69

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

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

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

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

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

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

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

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

(Current EL Students)

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

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

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

(Current EL Students)

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

Texas Education Agency

District Name: CELINA ISD

Texas Academic Performance Report

County Name: COLLIN

2019-20 District STAAR Participation

District Number: 043903

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

Texas Education Agency

District Name: CELINA ISD

Texas Academic Performance Report

County Name: COLLIN

District Number: 043903

2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.7%	**95.9%**	96.9%	95.7%	96.0%	94.9%	97.0%	*	95.9%	95.1%	95.3%	96.4%
2017-18	95.4%	95.7%	**96.0%**	96.3%	96.2%	95.8%	94.9%	97.4%	*	96.7%	95.5%	96.1%	97.0%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.4%	**0.0%**	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.4%	**0.0%**	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	2.4%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	1.9%	2.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	88.4%	**99.0%**	*	100.0%	99.3%	*	*	-	100.0%	100.0%	100.0%	*
Received TxCHSE	0.5%	0.3%	**0.5%**	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Continued HS	3.7%	4.6%	**0.5%**	*	0.0%	0.7%	*	*	-	0.0%	0.0%	0.0%	*
Dropped Out	5.9%	6.6%	**0.0%**	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	90.4%	88.7%	**99.5%**	*	100.0%	99.3%	*	*	-	100.0%	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	94.1%	93.4%	**100.0%**	*	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	*
Class of 2018													
Graduated	90.0%	88.8%	**99.4%**	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	*
Received TxCHSE	0.4%	0.2%	**0.6%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	3.8%	4.8%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	5.7%	6.1%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Graduates and TxCHSE	90.4%	89.1%	**100.0%**	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	94.3%	93.9%	**100.0%**	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	91.3%	**99.4%**	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	*
Received TxCHSE	0.6%	0.4%	**0.6%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	1.1%	1.4%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	6.1%	6.9%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Graduates and TxCHSE	92.8%	91.7%	**100.0%**	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.9%	93.1%	**100.0%**	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	*
Class of 2017													
Graduated	92.0%	91.7%	**95.3%**	100.0%	90.5%	96.6%	-	*	-	*	100.0%	81.6%	*
Received TxCHSE	0.6%	0.4%	**1.8%**	0.0%	0.0%	2.6%	-	*	-	*	0.0%	5.3%	*
Continued HS	1.1%	1.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.3%	6.5%	**3.0%**	0.0%	9.5%	0.9%	-	*	-	*	0.0%	13.2%	*
Graduates and TxCHSE	92.6%	92.1%	**97.0%**	100.0%	90.5%	99.1%	-	*	-	*	100.0%	86.8%	*
Graduates, TxCHSE, and Continuers	93.7%	93.5%	**97.0%**	100.0%	90.5%	99.1%	-	*	-	*	100.0%	86.8%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													

Texas Education Agency

District Name: CELINA ISD

Texas Academic Performance Report

County Name: COLLIN

2019-20 District Attendance, Graduation, and Dropout Rates

District Number: 043903

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017													
Graduated	92.4%	92.3%	**95.9%**	100.0%	92.7%	96.6%	-	*	-	*	100.0%	83.8%	*
Received TxCHSE	0.7%	0.6%	**1.8%**	0.0%	0.0%	2.5%	-	*	-	*	0.0%	5.4%	*
Continued HS	0.6%	0.6%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.3%	6.5%	**2.4%**	0.0%	7.3%	0.8%	-	*	-	*	0.0%	10.8%	*
Graduates and TxCHSE	93.2%	92.9%	**97.6%**	100.0%	92.7%	99.2%	-	*	-	*	100.0%	89.2%	*
Graduates, TxCHSE, and Continuers	93.7%	93.5%	**97.6%**	100.0%	92.7%	99.2%	-	*	-	*	100.0%	89.2%	*
Class of 2016													
Graduated	92.1%	92.0%	**99.4%**	100.0%	100.0%	99.2%	*	*	-	*	100.0%	96.0%	*
Received TxCHSE	0.8%	0.6%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.6%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	6.6%	6.9%	**0.6%**	0.0%	0.0%	0.8%	*	*	-	*	0.0%	4.0%	*
Graduates and TxCHSE	92.9%	92.6%	**99.4%**	100.0%	100.0%	99.2%	*	*	-	*	100.0%	96.0%	*
Graduates, TxCHSE, and Continuers	93.4%	93.1%	**99.4%**	100.0%	100.0%	99.2%	*	*	-	*	100.0%	96.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	88.4%	**99.0%**	*	100.0%	99.3%	*	*	-	100.0%	100.0%	100.0%	*
Class of 2018	90.0%	88.8%	**99.4%**	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	76.1%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	71.8%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	5.1%	**7.5%**	*	15.7%	5.1%	*	*	-	0.0%	30.0%	11.4%	*
Class of 2018	5.0%	4.2%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	82.7%	**91.0%**	*	80.4%	94.2%	*	*	-	100.0%	40.0%	85.7%	*
Class of 2018	82.0%	82.4%	**98.1%**	100.0%	93.9%	100.0%	*	*	-	*	40.0%	96.2%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.8%	**98.5%**	*	96.1%	99.3%	*	*	-	100.0%	70.0%	97.1%	*
Class of 2018	86.8%	86.5%	**98.1%**	100.0%	93.9%	100.0%	*	*	-	*	40.0%	96.2%	*
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	22.3%	*****	-	-	*	-	-	-	-	*	-	-
2017-18	37.7%	43.0%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	6.0%	**7.5%**	*	15.4%	5.1%	*	*	-	0.0%	30.0%	11.4%	*
2017-18	4.9%	4.2%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	80.9%	**91.0%**	*	80.8%	94.2%	*	*	-	100.0%	40.0%	85.7%	*
2017-18	81.5%	82.1%	**98.1%**	100.0%	93.9%	100.0%	*	*	-	*	40.0%	100.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

Texas Education Agency

District Name: CELINA ISD

Texas Academic Performance Report

County Name: COLLIN

2019-20 District Attendance, Graduation, and Dropout Rates

District Number: 043903

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	86.3%	**98.0%**	*	96.2%	98.6%	*	*	-	100.0%	63.6%	97.1%	*
2017-18	85.1%	84.7%	**98.1%**	100.0%	93.9%	100.0%	*	*	-	*	40.0%	100.0%	*

District Name: CELINA ISD

County Name: COLLIN

District Number: 043903

Texas Education Agency

Texas Academic Performance Report

2019-20 District Graduation Profile

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

Texas Education Agency

District Name: CELINA ISD

Texas Academic Performance Report

County Name: COLLIN

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

District Number: 043903

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

Texas Education Agency

District Name: CELINA ISD

Texas Academic Performance Report

County Name: COLLIN

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

District Number: 043903

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

Texas Education Agency

District Name: CELINA ISD

Texas Academic Performance Report

County Name: COLLIN

2019-20 District CCMR-Related Indicators

District Number: 043903

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

Texas Education Agency

District Name: CELINA ISD

Texas Academic Performance Report

County Name: COLLIN

2019-20 District CCMR-Related Indicators

District Number: 043903

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

Texas Education Agency

District Name: CELINA ISD

Texas Academic Performance Report

County Name: COLLIN

2019-20 District Other Postsecondary Indicators

District Number: 043903

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	47.2%	**51.3%**	28.1%	49.0%	54.7%	18.2%	37.5%	*	47.2%	30.5%	34.6%	28.6%
2017-18	43.4%	45.7%	**52.0%**	37.0%	46.6%	54.9%	28.6%	100.0%	*	44.4%	30.0%	34.0%	27.3%
English Language Arts													
2018-19	17.8%	18.5%	**14.2%**	3.2%	9.1%	16.9%	0.0%	37.5%	*	8.3%	1.7%	6.6%	0.0%
2017-18	17.3%	17.5%	**17.0%**	0.0%	8.2%	21.0%	14.3%	33.3%	*	12.0%	0.0%	5.0%	0.0%
Mathematics													
2018-19	20.4%	22.0%	**27.2%**	6.5%	22.2%	31.1%	9.1%	28.6%	*	20.0%	7.3%	14.6%	15.4%
2017-18	20.7%	21.8%	**26.6%**	19.2%	25.3%	27.4%	16.7%	66.7%	*	20.0%	17.3%	21.0%	18.2%
Science													
2018-19	21.7%	22.7%	**27.2%**	10.0%	28.7%	27.9%	9.1%	37.5%	*	25.0%	20.7%	20.1%	15.4%
2017-18	21.2%	21.9%	**24.5%**	19.2%	23.9%	25.0%	28.6%	33.3%	*	19.2%	15.3%	16.2%	10.0%
Social Studies													
2018-19	23.6%	27.0%	**30.7%**	20.0%	21.2%	34.9%	9.1%	25.0%	*	36.1%	1.7%	14.0%	7.7%
2017-18	22.8%	26.4%	**32.2%**	15.4%	21.2%	36.7%	14.3%	66.7%	*	34.6%	0.0%	13.2%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	53.9%	**53.4%**	60.0%	43.2%	55.3%	*	*	-	*	0.0%	42.9%	*
2016-17	54.6%	54.1%	**60.1%**	40.0%	40.0%	68.1%	-	*	-	*	20.0%	28.1%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	57.3%	**68.3%**	*	37.5%	75.9%	*	*	-	*	-	58.3%	-
2016-17	59.2%	58.5%	**81.1%**	*	78.6%	82.9%	-	*	-	*	*	100.0%	-

Texas Education Agency

District Name: CELINA ISD

Texas Academic Performance Report

County Name: COLLIN

2019-20 District Student Information

District Number: 043903

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

Texas Education Agency

District Name: CELINA ISD

Texas Academic Performance Report

County Name: COLLIN

2019-20 District Student Information

District Number: 043903

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

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

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

District Name: CELINA ISD

County Name: COLLIN

District Number: 043903

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

Texas Education Agency

District Name: CELINA ISD

Texas Academic Performance Report

County Name: COLLIN

District Number: 043903

2019-20 District Staff Information

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

Texas Education Agency

District Name: CELINA ISD

Texas Academic Performance Report

County Name: COLLIN

2019-20 District Staff Information

District Number: 043903

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

Texas Education Agency

District Name: CELINA ISD

Texas Academic Performance Report

County Name: COLLIN

2019-20 District Staff Information

District Number: 043903

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

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **CELINA ISD**

Campus Name: **CELINA H S**

Campus Number: **043903001**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.9%	**95.5%**	97.4%	94.9%	95.5%	95.1%	97.7%	*	95.4%	95.2%	94.8%	92.8%
2017-18	95.4%	96.0%	**95.5%**	96.8%	95.4%	95.5%	93.9%	97.0%	*	95.5%	95.1%	95.2%	95.8%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	1.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	99.0%	**99.0%**	*	100.0%	99.3%	*	*	-	100.0%	100.0%	100.0%	*
Received TxCHSE	0.5%	0.5%	**0.5%**	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Continued HS	3.7%	0.5%	**0.5%**	*	0.0%	0.7%	*	*	-	0.0%	0.0%	0.0%	*
Dropped Out	5.9%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	90.4%	99.5%	**99.5%**	*	100.0%	99.3%	*	*	-	100.0%	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	94.1%	100.0%	**100.0%**	*	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	*
Class of 2018													
Graduated	90.0%	99.4%	**99.4%**	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	*
Received TxCHSE	0.4%	0.6%	**0.6%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	3.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	5.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Graduates and TxCHSE	90.4%	100.0%	**100.0%**	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	94.3%	100.0%	**100.0%**	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	99.4%	**99.4%**	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	*
Received TxCHSE	0.6%	0.6%	**0.6%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	1.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	6.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Graduates and TxCHSE	92.8%	100.0%	**100.0%**	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.9%	100.0%	**100.0%**	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	*
Class of 2017													
Graduated	92.0%	95.3%	**95.3%**	100.0%	90.5%	96.6%	-	*	-	*	100.0%	81.6%	*
Received TxCHSE	0.6%	1.8%	**1.8%**	0.0%	0.0%	2.6%	-	*	-	*	0.0%	5.3%	*
Continued HS	1.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.3%	3.0%	**3.0%**	0.0%	9.5%	0.9%	-	*	-	*	0.0%	13.2%	*
Graduates and TxCHSE	92.6%	97.0%	**97.0%**	100.0%	90.5%	99.1%	-	*	-	*	100.0%	86.8%	*
Graduates, TxCHSE, and Continuers	93.7%	97.0%	**97.0%**	100.0%	90.5%	99.1%	-	*	-	*	100.0%	86.8%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.9%	**95.9%**	100.0%	92.7%	96.6%	-	*	-	*	100.0%	83.8%	*

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.8%	**1.8%**	0.0%	0.0%	2.5%	-	*	-	*	0.0%	5.4%	*
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.3%	2.4%	**2.4%**	0.0%	7.3%	0.8%	-	*	-	*	0.0%	10.8%	*
Graduates and TxCHSE	93.2%	97.6%	**97.6%**	100.0%	92.7%	99.2%	-	*	-	*	100.0%	89.2%	*
Graduates, TxCHSE, and Continuers	93.7%	97.6%	**97.6%**	100.0%	92.7%	99.2%	-	*	-	*	100.0%	89.2%	*
Class of 2016													
Graduated	92.1%	99.4%	**99.4%**	100.0%	100.0%	99.2%	*	*	-	*	100.0%	96.0%	*
Received TxCHSE	0.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	6.6%	0.6%	**0.6%**	0.0%	0.0%	0.8%	*	*	-	*	0.0%	4.0%	*
Graduates and TxCHSE	92.9%	99.4%	**99.4%**	100.0%	100.0%	99.2%	*	*	-	*	100.0%	96.0%	*
Graduates, TxCHSE, and Continuers	93.4%	99.4%	**99.4%**	100.0%	100.0%	99.2%	*	*	-	*	100.0%	96.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	99.0%	**99.0%**	*	100.0%	99.3%	*	*	-	100.0%	100.0%	100.0%	*
Class of 2018	90.0%	99.4%	**99.4%**	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.5%	**7.5%**	*	15.7%	5.1%	*	*	-	0.0%	30.0%	11.4%	*
Class of 2018	5.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	91.0%	**91.0%**	*	80.4%	94.2%	*	*	-	100.0%	40.0%	85.7%	*
Class of 2018	82.0%	98.1%	**98.1%**	100.0%	93.9%	100.0%	*	*	-	*	40.0%	96.2%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	98.5%	**98.5%**	*	96.1%	99.3%	*	*	-	100.0%	70.0%	97.1%	*
Class of 2018	86.8%	98.1%	**98.1%**	100.0%	93.9%	100.0%	*	*	-	*	40.0%	96.2%	*
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	*	-	-	*	-	-	-	-	*	-	-
2017-18	37.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.5%	**7.5%**	*	15.4%	5.1%	*	*	-	0.0%	30.0%	11.4%	*
2017-18	4.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	91.0%	**91.0%**	*	80.8%	94.2%	*	*	-	100.0%	40.0%	85.7%	*
2017-18	81.5%	98.1%	**98.1%**	100.0%	93.9%	100.0%	*	*	-	*	40.0%	100.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	98.0%	**98.0%**	*	96.2%	98.6%	*	*	-	100.0%	63.6%	97.1%	*
2017-18	85.1%	98.1%	**98.1%**	100.0%	93.9%	100.0%	*	*	-	*	40.0%	100.0%	*

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

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

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

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

District Name: CELINA ISD
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Total Students: 849
Grade Span: 09 - 12
School Type: High School

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

District Name: CELINA ISD
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Campus Number: 043903001

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

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

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

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

District Name: CELINA ISD
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Total Students: 849
Grade Span: 09 - 12
School Type: High School

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

District Name: CELINA ISD
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Total Students: 849
Grade Span: 09 - 12
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	51.3%	**51.3%**	28.1%	49.0%	54.7%	18.2%	37.5%	*	47.2%	30.5%	34.6%	28.6%
2017-18	43.4%	52.0%	**52.0%**	37.0%	46.6%	54.9%	28.6%	100.0%	*	44.4%	30.0%	34.0%	27.3%
English Language Arts													
2018-19	17.8%	14.2%	**14.2%**	3.2%	9.1%	16.9%	0.0%	37.5%	*	8.3%	1.7%	6.6%	0.0%
2017-18	17.3%	17.0%	**17.0%**	0.0%	8.2%	21.0%	14.3%	33.3%	*	12.0%	0.0%	5.0%	0.0%
Mathematics													
2018-19	20.4%	27.2%	**27.2%**	6.5%	22.2%	31.1%	9.1%	28.6%	*	20.0%	7.3%	14.6%	15.4%
2017-18	20.7%	26.6%	**26.6%**	19.2%	25.3%	27.4%	16.7%	66.7%	*	20.0%	17.3%	21.0%	18.2%
Science													
2018-19	21.7%	27.2%	**27.2%**	10.0%	28.7%	27.9%	9.1%	37.5%	*	25.0%	20.7%	20.1%	15.4%
2017-18	21.2%	24.5%	**24.5%**	19.2%	23.9%	25.0%	28.6%	33.3%	*	19.2%	15.3%	16.2%	10.0%
Social Studies													
2018-19	23.6%	30.7%	**30.7%**	20.0%	21.2%	34.9%	9.1%	25.0%	*	36.1%	1.7%	14.0%	7.7%
2017-18	22.8%	32.2%	**32.2%**	15.4%	21.2%	36.7%	14.3%	66.7%	*	34.6%	0.0%	13.2%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	53.4%	**53.4%**	60.0%	43.2%	55.3%	*	*	-	*	0.0%	42.9%	*
2016-17	54.6%	60.1%	**60.1%**	40.0%	40.0%	68.1%	-	*	-	*	20.0%	28.1%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	68.3%	**68.3%**	*	37.5%	75.9%	*	*	-	*	-	58.3%	-
2016-17	59.2%	81.1%	**81.1%**	*	78.6%	82.9%	-	*	-	*	*	100.0%	-

District Name: CELINA ISD
Campus Name: CELINA H S
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

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

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

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

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

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

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

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

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

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

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	68.0	100.0%	100.0%	100.0%
Professional Staff:	63.5	93.4%	61.9%	63.7%
Teachers	49.9	73.5%	49.6%	49.4%
Professional Support	9.8	14.3%	6.9%	10.2%
Campus Administration (School Leadership)	3.8	5.6%	3.2%	3.0%
Educational Aides:	4.5	6.6%	11.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	1.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	2.0	n/a	6.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	4.6	6.8%	20.7%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.0%	1.6%	10.8%
Hispanic	1.1	2.3%	4.9%	28.1%
White	46.7	93.5%	91.3%	57.7%
American Indian	1.0	2.0%	1.1%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.1	0.3%	1.1%	1.1%
Males	19.5	39.0%	20.7%	23.8%
Females	30.5	61.0%	79.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	35.2	70.5%	78.5%	73.4%
Masters	13.7	27.5%	21.0%	24.5%
Doctorate	1.0	2.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.2	0.4%	2.7%	7.4%
1-5 Years Experience	8.6	17.1%	15.2%	27.9%
6-10 Years Experience	15.6	31.2%	31.4%	19.4%
11-20 Years Experience	16.2	32.4%	34.4%	29.4%
Over 20 Years Experience	9.4	18.9%	16.2%	15.9%
Number of Students per Teacher	17.0	n/a	15.3	15.1

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

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

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

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

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

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **CELINA ISD**

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

Campus Number: **043903002**

2020 Accountability Rating: **Not Rated**

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

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

There is no data for this campus.

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

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

There is no data for this campus.

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

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

There is no data for this campus.

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

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

There is no data for this campus.

There is no data for this campus.

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	95.4%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.9%	-	-	-	-	-	-	-	-	-	-	-

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	99.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	91.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	98.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	98.1%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

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

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

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

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

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

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

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

District Name: CELINA ISD
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Campus Number: 043903002

Total Students: 1
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	76.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	37.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	65.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	29.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	69.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	70.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	55.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	56.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1149	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1162	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	567	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	581	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	582	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	581	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	23.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	23.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	23.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	23.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Total Students: 1
Grade Span: 12 - 12
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	51.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	52.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	14.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	17.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	27.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	26.6%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	27.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	24.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	30.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	32.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	53.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	60.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	68.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	81.1%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

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

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

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

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

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

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

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Total Students: 1
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Program Information	Campus Count	Campus Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	-	-	5.5%	6.5%
Career & Technical Education	-	-	4.7%	5.0%
Compensatory Education	-	-	2.4%	2.8%
Gifted & Talented Education	-	-	0.1%	1.9%
Regular Education	-	-	82.1%	70.9%
Special Education	-	-	2.3%	9.3%
Other	-	-	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **CELINA ISD**

Campus Name: **CELINA J H**

Campus Number: **043903041**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School Progress Domain - Academic Growth Score by Grade and Subject

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

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

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

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

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

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

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

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

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

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

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

District Name: CELINA ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

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

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

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

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

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

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

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

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.9%	**96.0%**	95.8%	95.6%	96.1%	96.5%	*	*	95.2%	94.3%	95.1%	96.1%
2017-18	95.4%	96.0%	**96.1%**	96.6%	96.3%	95.9%	96.1%	98.5%	*	96.9%	94.8%	96.5%	96.5%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.9%	-	-	-	-	-	-	-	-	-	-	-

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Total Students: 668
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School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	99.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	91.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	98.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	98.1%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

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Total Students: 668
Grade Span: 06 - 08
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	47.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	60.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	61.8	100.0%	100.0%	100.0%
Professional Staff:	53.3	86.2%	61.9%	63.7%
Teachers	46.3	74.9%	49.6%	49.4%
Professional Support	4.0	6.5%	6.9%	10.2%
Campus Administration (School Leadership)	3.0	4.9%	3.2%	3.0%
Educational Aides:	8.5	13.8%	11.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	1.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	6.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	6.4	10.3%	20.7%	51.1%
Teachers by Ethnicity and Sex:				
African American	2.0	4.3%	1.6%	10.8%
Hispanic	0.9	1.9%	4.9%	28.1%
White	41.6	89.8%	91.3%	57.7%
American Indian	0.0	0.0%	1.1%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.9	4.0%	1.1%	1.1%
Males	14.0	30.2%	20.7%	23.8%
Females	32.3	69.8%	79.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	35.1	75.7%	78.5%	73.4%
Masters	11.2	24.3%	21.0%	24.5%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.8	1.7%	2.7%	7.4%
1-5 Years Experience	8.8	18.9%	15.2%	27.9%
6-10 Years Experience	18.7	40.4%	31.4%	19.4%
11-20 Years Experience	14.0	30.2%	34.4%	29.4%
Over 20 Years Experience	4.1	8.8%	16.2%	15.9%
Number of Students per Teacher	14.4	n/a	15.3	15.1

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

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

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

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

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

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **CELINA ISD**

Campus Name: **CELINA EL**

Campus Number: **043903101**

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

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	88%	**89%**	*	82%	91%	-	-	-	*	86%	*	91%	83%	78%	73%
	2018	77%	92%	**91%**	*	78%	97%	*	*	-	*	73%	*	89%	94%	69%	76%
At Meets Grade Level or Above	2019	45%	60%	**59%**	*	57%	59%	-	-	-	*	29%	*	56%	71%	48%	67%
	2018	43%	58%	**52%**	*	34%	59%	*	*	-	*	27%	*	49%	58%	28%	33%
At Masters Grade Level	2019	27%	40%	**41%**	*	29%	44%	-	-	-	*	7%	*	40%	42%	26%	40%
	2018	25%	36%	**28%**	*	3%	42%	*	*	-	*	18%	*	25%	36%	10%	5%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	89%	**92%**	*	79%	97%	-	-	-	*	86%	*	92%	92%	81%	67%
	2018	78%	92%	**91%**	*	78%	97%	*	*	-	*	55%	*	90%	91%	72%	67%
At Meets Grade Level or Above	2019	49%	57%	**64%**	*	39%	75%	-	-	-	*	36%	*	65%	63%	41%	27%
	2018	47%	69%	**62%**	*	50%	72%	*	*	-	*	36%	*	64%	58%	38%	48%
At Masters Grade Level	2019	25%	28%	**29%**	*	14%	34%	-	-	-	*	14%	*	30%	25%	11%	7%
	2018	23%	33%	**25%**	*	16%	31%	*	*	-	*	9%	*	23%	30%	14%	14%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	88%	**84%**	*	70%	92%	*	*	-	*	43%	*	81%	89%	55%	65%
	2018	73%	90%	**90%**	*	72%	94%	*	*	-	100%	75%	*	92%	85%	72%	75%
At Meets Grade Level or Above	2019	44%	56%	**50%**	*	24%	64%	*	*	-	*	21%	*	49%	51%	28%	30%
	2018	46%	64%	**60%**	*	36%	65%	*	*	-	80%	44%	*	65%	51%	36%	50%
At Masters Grade Level	2019	22%	31%	**22%**	*	5%	33%	*	*	-	*	7%	*	24%	20%	17%	13%
	2018	24%	33%	**31%**	*	16%	35%	*	*	-	60%	25%	*	38%	21%	12%	25%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	82%	**74%**	*	62%	83%	*	*	-	*	29%	*	79%	66%	59%	57%
	2018	78%	91%	**88%**	*	64%	94%	*	*	-	100%	69%	*	92%	79%	72%	88%
At Meets Grade Level or Above	2019	48%	56%	**51%**	*	41%	60%	*	*	-	*	14%	*	54%	45%	31%	35%
	2018	49%	62%	**57%**	*	28%	65%	*	*	-	80%	44%	*	58%	56%	20%	50%
At Masters Grade Level	2019	28%	30%	**27%**	*	8%	40%	*	*	-	*	7%	*	29%	23%	3%	4%
	2018	27%	39%	**33%**	*	16%	38%	*	*	-	40%	19%	*	41%	21%	12%	38%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	76%	**69%**	*	51%	79%	*	*	-	*	21%	*	66%	73%	55%	52%
	2018	63%	79%	**79%**	*	64%	82%	*	*	-	100%	63%	*	82%	74%	68%	75%
At Meets Grade Level or Above	2019	35%	42%	**35%**	*	24%	45%	*	*	-	*	0%	*	31%	42%	24%	30%
	2018	39%	57%	**54%**	*	28%	58%	*	*	-	100%	31%	*	52%	59%	40%	25%
At Masters Grade Level	2019	11%	11%	**10%**	*	3%	14%	*	*	-	*	0%	*	9%	11%	0%	0%
	2018	11%	18%	**19%**	*	8%	22%	*	*	-	20%	13%	*	20%	18%	4%	13%

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.9%	**96.3%**	95.4%	96.4%	96.3%	96.1%	*	-	98.0%	96.1%	95.9%	96.9%
2017-18	95.4%	96.0%	**96.3%**	95.1%	96.9%	95.9%	96.6%	*	-	97.4%	96.2%	96.3%	97.3%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: CELINA ISD
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Total Students: 558
Grade Span: 01 - 05
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	99.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	91.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	98.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	98.1%	-	-	-	-	-	-	-	-	-	-	-

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

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

District Name: CELINA ISD
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Total Students: 558
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	73.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	71.2%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	57.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	57.1%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	59.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	59.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	51.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	53.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	49.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	37.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	33.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	22.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	27.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	30.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	31.9%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	53.7	100.0%	100.0%	100.0%
Professional Staff:	42.8	79.7%	61.9%	63.7%
Teachers	38.8	72.2%	49.6%	49.4%
Professional Support	2.0	3.7%	6.9%	10.2%
Campus Administration (School Leadership)	2.0	3.7%	3.2%	3.0%
Educational Aides:	10.9	20.3%	11.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	1.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	6.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	8.0	14.9%	20.7%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.6%	10.8%
Hispanic	5.0	12.9%	4.9%	28.1%
White	33.8	87.1%	91.3%	57.7%
American Indian	0.0	0.0%	1.1%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	3.0	7.7%	20.7%	23.8%
Females	35.8	92.3%	79.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	33.1	85.2%	78.5%	73.4%
Masters	5.7	14.8%	21.0%	24.5%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.2%	2.7%	7.4%
1-5 Years Experience	6.0	15.5%	15.2%	27.9%
6-10 Years Experience	10.7	27.6%	31.4%	19.4%
11-20 Years Experience	13.7	35.4%	34.4%	29.4%
Over 20 Years Experience	6.3	16.3%	16.2%	15.9%
Number of Students per Teacher	14.4	n/a	15.3	15.1

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

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

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

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

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **CELINA ISD**

Campus Name: **CELINA PRI**

Campus Number: **043903103**

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

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

There is no data for this campus.

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

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

There is no data for this campus.

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

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

There is no data for this campus.

Texas Education Agency

Texas Academic Performance Report

2019-20 Campus STAAR Performance

Bilingual Education/English as a Second Language

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

There is no data for this campus.

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

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

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

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

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	95.4%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.9%	-	-	-	-	-	-	-	-	-	-	-

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	99.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	91.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	98.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	98.1%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

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

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

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

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

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

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

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

District Name: CELINA ISD
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Campus Number: 043903103

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	25.7	100.0%	100.0%	100.0%
Professional Staff:	18.7	72.7%	61.9%	63.7%
Teachers	16.7	65.0%	49.6%	49.4%
Professional Support	1.0	3.9%	6.9%	10.2%
Campus Administration (School Leadership)	1.0	3.9%	3.2%	3.0%
Educational Aides:	7.0	27.3%	11.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	1.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	6.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	5.0	19.5%	20.7%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.6%	10.8%
Hispanic	2.0	12.0%	4.9%	28.1%
White	14.7	88.0%	91.3%	57.7%
American Indian	0.0	0.0%	1.1%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	0.0	0.0%	20.7%	23.8%
Females	16.7	100.0%	79.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	12.7	76.0%	78.5%	73.4%
Masters	4.0	24.0%	21.0%	24.5%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	6.0%	2.7%	7.4%
1-5 Years Experience	2.7	16.1%	15.2%	27.9%
6-10 Years Experience	5.0	30.0%	31.4%	19.4%
11-20 Years Experience	5.0	30.0%	34.4%	29.4%
Over 20 Years Experience	3.0	18.0%	16.2%	15.9%
Number of Students per Teacher	15.1	n/a	15.3	15.1

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

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

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

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

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **CELINA ISD**

Campus Name: **O'DELL EL**

Campus Number: **043903104**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.9%	**96.1%**	97.4%	96.2%	96.1%	*	96.8%	-	96.1%	94.9%	95.6%	96.9%
2017-18	95.4%	96.0%	**96.2%**	96.2%	96.2%	96.3%	92.4%	*	-	97.5%	95.9%	96.8%	96.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.9%	-	-	-	-	-	-	-	-	-	-	-

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	99.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	91.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	98.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	98.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	98.1%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	48.4	100.0%	100.0%	100.0%
Professional Staff:	36.8	76.0%	61.9%	63.7%
Teachers	32.8	67.7%	49.6%	49.4%
Professional Support	2.0	4.1%	6.9%	10.2%
Campus Administration (School Leadership)	2.0	4.1%	3.2%	3.0%
Educational Aides:	11.6	24.0%	11.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	1.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	6.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	3.0	6.2%	20.7%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.6%	10.8%
Hispanic	0.0	0.0%	4.9%	28.1%
White	31.8	96.9%	91.3%	57.7%
American Indian	1.0	3.1%	1.1%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	1.8	5.4%	20.7%	23.8%
Females	31.0	94.6%	79.3%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	28.8	87.8%	78.5%	73.4%
Masters	4.0	12.2%	21.0%	24.5%
Doctorate	0.0	0.0%	0.5%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.1%	2.7%	7.4%
1-5 Years Experience	2.0	6.1%	15.2%	27.9%
6-10 Years Experience	8.0	24.4%	31.4%	19.4%
11-20 Years Experience	14.7	44.8%	34.4%	29.4%
Over 20 Years Experience	7.1	21.6%	16.2%	15.9%
Number of Students per Teacher	15.1	n/a	15.3	15.1

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

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

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

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

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

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

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

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

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

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

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

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

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Intergovernmental Charge	$647,320	2.51%	$238	$647,320	1.23%	$238	$681,757,275	0.90%	$126
Debt Service (Object 6500)	$203,862	0.79%	$75	$6,089,440	11.53%	$2,240	$8,439,295,633	11.18%	$1,558
Capital Projects (Object 6600)	$682,838	2.64%	$251	$20,207,593	38.26%	$7,435	$8,861,633,785	11.74%	$1,636
Total Disbursements	$25,827,107	100.00%	$9,502	$52,810,683	100.00%	$19,430	$75,511,710,690	100.00%	$13,942
Tax Rates **2018 - 2019 (current tax year) Tax Rates**									
Maintenance & Operations				1.1400			1.1003		
Interest & Sinking				0.5000			0.2097		
Total Tax Rate				1.6400			1.3101		
Fund Balance** **Fund Balance**									
Nonspendable Fund Balance	$0		$0	$0		$0	$255,555,898		$50
Restricted Fund Balance	$0		$0	$15,574,318		$5,730	$17,956,324,818		$3,521
Committed Fund Balance	$4,828,533		$1,777	$4,944,488		$1,819	$3,206,045,411		$629
Assigned Fund Balance	$0		$0	$0		$0	$2,969,613,173		$582
Unassigned Fund Balance	$2,968,642		$1,092	$2,968,642		$1,092	$14,724,633,560		$2,887
Total Fund Balance**	$7,797,175		$2,869	$23,487,448		$8,641	$39,112,172,860		$7,670
Fund Balance Reconciliation									
2017-2018 Total Fund Balance (Previous Year)	$5,982,269		$2,326	$38,847,602		$15,104	$35,850,846,786		$7,045
2018-2019 Excess (Deficiency) Operating Expenditures	$1,950,085		$717	$-15,360,154		$-5,651	$-5,923,414,430		$-1,162
2018-2019 Excess (Deficiency) Non-Operating Expenditures	$-135,179		$-50	$0		$0	$8,992,605,090		$1,763
2018-2019 Uncommon Items	$0		$0	$0		$0	$192,135,414		$38
2018-2019 Total Fund Balance	$7,797,175		$2,869	$23,487,448		$8,641	$39,112,172,860		$7,670

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

School Campus: Celina Pri District: CELINA ISD

Campus Number: 043903103 **Total Membership: 237**

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

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

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

School Campus: Marcy B Lykins El District: CELINA ISD

Campus Number: 043903101 **Total Membership: 564**

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,653,279	100.00	6,477	3,904,057	100.00	6,922
Operating-Payroll	3,411,408	93.38	6,049	3,533,713	90.51	6,265
Other Operating	239,321	6.55	424	367,794	9.42	652
Non-Operating(Equipt/Supplies)	2,550	0.07	5	2,550	0.07	5
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,650,729	100.00	6,473	3,901,507	100.00	6,918
Instruction (11,95) *	2,891,672	79.21	5,127	3,023,889	77.51	5,362
Instructional Res/Media (12) *	34,995	0.96	62	34,995	0.90	62
Curriculum/Staff Develop (13) *	63,839	1.75	113	63,839	1.64	113
Instructional Leadership (21) *	13,343	0.37	24	13,343	0.34	24
School Leadership (23) *	306,606	8.40	544	306,606	7.86	544
Guidance/Counseling Svcs (31) *	101,611	2.78	180	101,611	2.60	180
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	51,219	1.40	91	51,219	1.31	91
Food (35) **	0	0.00	0	118,561	3.04	210
Extracurricular (36) *	1,177	0.03	2	1,177	0.03	2
Plant Maint/Operation (51) * **	166,121	4.55	295	166,121	4.26	295
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	20,146	0.55	36	20,146	0.52	36
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,463,285	100.00	6,141	3,595,502	100.00	6,375
Regular	2,740,899	79.14	4,860	2,740,899	76.23	4,860
Gifted & Talented	27,006	0.78	48	27,006	0.75	48
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	285,452	8.24	506	285,452	7.94	506
Accelerated Education	226,704	6.55	402	227,956	6.34	404
Bilingual	145,352	4.20	258	145,352	4.04	258
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	487	0.01	1	131,452	3.66	233
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	37,385	1.08	66	37,385	1.04	66

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

School Campus: O'dell El District: CELINA ISD

Campus Number: 043903104 Total Membership: 431

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,160,490	100.00	7,333	3,277,555	100.00	7,605
Operating-Payroll	2,939,827	93.02	6,821	3,010,232	91.84	6,984
Other Operating	217,097	6.87	504	263,757	8.05	612
Non-Operating(Equipt/Supplies)	3,566	0.11	8	3,566	0.11	8
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,156,924	100.00	7,325	3,273,989	100.00	7,596
Instruction (11,95) *	2,480,273	78.57	5,755	2,480,273	75.76	5,755
Instructional Res/Media (12) *	25,711	0.81	60	25,711	0.79	60
Curriculum/Staff Develop (13) *	62,639	1.98	145	62,639	1.91	145
Instructional Leadership (21) *	11,552	0.37	27	11,552	0.35	27
School Leadership (23) *	304,221	9.64	706	304,221	9.29	706
Guidance/Counseling Svcs (31) *	109,953	3.48	255	109,953	3.36	255
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	55,557	1.76	129	55,557	1.70	129
Food (35) **	0	0.00	0	117,065	3.58	272
Extracurricular (36) *	1,177	0.04	3	1,177	0.04	3
Plant Maint/Operation (51) * **	85,696	2.71	199	85,696	2.62	199
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	20,145	0.64	47	20,145	0.62	47
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,049,906	100.00	7,076	3,049,906	100.00	7,076
Regular	2,390,787	78.39	5,547	2,390,787	78.39	5,547
Gifted & Talented	15,792	0.52	37	15,792	0.52	37
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	307,944	10.10	714	307,944	10.10	714
Accelerated Education	266,632	8.74	619	266,632	8.74	619
Bilingual	68,751	2.25	160	68,751	2.25	160
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

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

School Campus: Celina J H District: CELINA ISD

Campus Number: 043903041 **Total Membership: 642**

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,326,848	100.00	6,740	4,509,916	100.00	7,025
Operating-Payroll	3,959,375	91.51	6,167	4,058,297	89.99	6,321
Other Operating	336,260	7.77	524	420,406	9.32	655
Non-Operating(Equipt/Supplies)	31,213	0.72	49	31,213	0.69	49
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,295,635	100.00	6,691	4,478,703	100.00	6,976
Instruction (11,95) *	3,114,499	72.50	4,851	3,114,499	69.54	4,851
Instructional Res/Media (12) *	64,184	1.49	100	64,184	1.43	100
Curriculum/Staff Develop (13) *	66,100	1.54	103	66,100	1.48	103
Instructional Leadership (21) *	13,697	0.32	21	13,697	0.31	21
School Leadership (23) *	504,925	11.75	786	504,925	11.27	786
Guidance/Counseling Svcs (31) *	112,189	2.61	175	112,189	2.50	175
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	50,913	1.19	79	50,913	1.14	79
Food (35) **	0	0.00	0	183,068	4.09	285
Extracurricular (36) *	154,898	3.61	241	154,898	3.46	241
Plant Maint/Operation (51) * **	214,230	4.99	334	214,230	4.78	334
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,926,507	100.00	6,116	3,926,507	100.00	6,116
Regular	3,036,935	77.34	4,730	3,036,935	77.34	4,730
Gifted & Talented	140,718	3.58	219	140,718	3.58	219
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	457,607	11.65	713	457,607	11.65	713
Accelerated Education	236,769	6.03	369	236,769	6.03	369
Bilingual	54,478	1.39	85	54,478	1.39	85
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

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

School Campus: Celina H S District: CELINA ISD

Campus Number: 043903001 **Total Membership: 844**

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	6,414,407	100.00	7,600	6,698,930	100.00	7,937
Operating-Payroll	5,345,633	83.34	6,334	5,497,395	82.06	6,514
Other Operating	863,413	13.46	1,023	996,174	14.87	1,180
Non-Operating(Equipt/Supplies)	205,361	3.20	243	205,361	3.07	243
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	6,209,046	100.00	7,357	6,493,569	100.00	7,694
Instruction (11,95) *	4,034,780	64.98	4,781	4,089,989	62.99	4,846
Instructional Res/Media (12) *	76,457	1.23	91	76,457	1.18	91
Curriculum/Staff Develop (13) *	70,843	1.14	84	71,243	1.10	84
Instructional Leadership (21) *	15,912	0.26	19	15,912	0.25	19
School Leadership (23) *	456,723	7.36	541	456,723	7.03	541
Guidance/Counseling Svcs (31) *	319,725	5.15	379	319,725	4.92	379
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	63,734	1.03	76	63,734	0.98	76
Food (35) **	0	0.00	0	228,914	3.53	271
Extracurricular (36) *	881,338	14.19	1,044	881,338	13.57	1,044
Plant Maint/Operation (51) * **	289,534	4.66	343	289,534	4.46	343
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	5,038,174	100.00	5,969	5,039,290	100.00	5,971
Regular	3,473,991	68.95	4,116	3,473,991	68.94	4,116
Gifted & Talented	1,300	0.03	2	1,300	0.03	2
Career & Technical	788,288	15.65	934	789,404	15.66	935
Students with Disabilities	408,847	8.11	484	408,847	8.11	484
Accelerated Education	100,493	1.99	119	100,493	1.99	119
Bilingual	17,974	0.36	21	17,974	0.36	21
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	247,281	4.91	293	247,281	4.91	293
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

Celina Independent School District

Celina Primary School

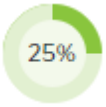
2020-2021 Campus Improvement Plan

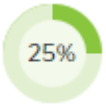
Goals

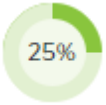
Goal 1: Community

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

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

Strategy 1: Parental Involvement Committee will plan and execute at least 3 school events.	**Reviews**			
	Formative			**Summative**
-Back to School Dance -Polar Express Night -Family STEAM Night	**Sept**	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: -Increased attendance and involvement in school sponsored events **Staff Responsible for Monitoring:** Principal Parental Involvement Committee Chair **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2: Recruit male role models to volunteer on campus through Watch D.O.G.S. Program.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: -Increase male parent/guardian involvement **Staff Responsible for Monitoring:** Principal Counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture	**Sept**	**Nov**	**Mar**	**June**
				

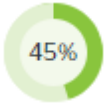
Strategy 3: Increase the number of prekindergarten parents who attend parent trainings.	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
-Parent interest survey -Provide childcare -Offer same training multiple times -Provide food -Provide free materials for all participants **Strategy's Expected Result/Impact:** -Increased parental involvement and support with their students education -Increased student achievement -Decreased office referrals **Staff Responsible for Monitoring:** Principal Counselor PreK Team **Title I Schoolwide Elements:** 2.4, 2.6, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Training materials for parents/guardians - 211-Title I - $2,000, Comp time pay for staff providing childcare - 211-Title I - $100				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Excellence

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

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

Strategy 1: Create a campus Student Success Committee to support teachers with students with challenging behaviors.	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: -Decrease the number of office referrals and time spent out of the classroom -Improved student behavior -Teachers better equipped to mangage students with challenging behaviors **Staff Responsible for Monitoring:** Principal Counselor Resource Teacher **Title I Schoolwide Elements:** 2.6 **Problem Statements:** Student Learning 1, 4 - Perceptions 1				

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

Strategy 3: Build in days for kindergarten to work on long term curriculum planning.	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: -Increased student performance -Increased curriculum depth of knowledge -Increased campus morale **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Student Learning 5				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

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

Goal 2: Excellence

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

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

Strategy 1: Introduce students to early CTE skills during STEAM Class.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: -Increased critical thinking and problem solving skills -Exposure to early coding and STEM challenges **Staff Responsible for Monitoring:** Principal STEAM IA **Title I Schoolwide Elements:** 2.5 **Funding Sources:** STEAM IA and ART IA - 211-Title I - $46,000	**Sept**	**Nov**	**Mar**	**June**
	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Excellence

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

Targeted or ESF High Priority

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

Strategy 1: Provide staff with training and materials needed to promote students social and emotional development.	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: -Decreased office referrals and time spent out of class -Increased student academic performance -Students using SEL strategies taught **Staff Responsible for Monitoring:** Principal Counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Problem Statements:** Student Learning 1, 4 - Perceptions 1 **Funding Sources:** Social and Emotional Staff Training - 211-Title I - $2,000	25%	45%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Not all incoming kindergarten students begin school kindergarten ready social emotionally or academically. **Root Cause**: Pre-kindergarten is not universal, not all students attend pre-kindergarten.
Problem Statement 4: Behavior issues impede student progress and disrupt classroom instruction. **Root Cause**: Lack of staff to support and staff training to handle students with discipline issues.
Perceptions
Problem Statement 1: Students' lack of experience, poor problem solving skills, and under developed self-regulating skills cause behavior difficulties in class. **Root Cause**: Students lack self-control and self-regulation skills.

Goal 3: Innovation

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

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

Strategy 1: Continuous staff development in the area of technology integration and clear/common expectations for the use of technology campus wide.	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: -Increase staff confidence and proficiency in the use of technology -Technology embedded into lessons -Increase student proficiency in the care and responsible use of technology **Staff Responsible for Monitoring:** Principal Instructional Technology Coach **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Staff Training - 211-Title I - $2,000		35%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Leadership

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

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

Strategy 1: Provide ample opportunities for various staff members to take on leadership roles and responsibilities.	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: -Staff lead professional development to improve staff effectiveness -Team Leaders support grade level teams -Campus Committee Chairs lead campus wide initiatives -District Committee Representatives give a voice for our campus -Increased commitment from staff -High campus culture and morale -Empowered staff **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 5: Stewardship

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

Targeted or ESF High Priority

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Provide CPI training to all staff who work directly with students. **Strategy's Expected Result/Impact:** -Increase capacity of staff to manage student with discipline problems **Staff Responsible for Monitoring:** Principal **Problem Statements:** Student Learning 4 - Perceptions 1				
Strategy 2: Provide continuous behavior management training to all staff who work directly with students. **Strategy's Expected Result/Impact:** -Decrease the number of office referrals and time spent out of the classroom -Increase students' ability to regulate their emotions -Increase students problem solving and conflict resolution skills **Staff Responsible for Monitoring:** Principal Counselor Student Success Committee **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 4 - Perceptions 1				
Strategy 3: Provide students with explicit instruction on self-regulating techniques, problems solving, and character development. **Strategy's Expected Result/Impact:** -Decrease the number of office referrals and time spent out of the classroom -Increase students' ability to regulate their emotions -Increase students problem solving and conflict resolution skills **Staff Responsible for Monitoring:** Principal Counselor Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 4, 6 - Perceptions 1 **Funding Sources:** Supplemental Instructional Material - 211-Title I - $3,000, Staff Development - 211-Title I - $2,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

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

Goal 6: Academic Excellence

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

Targeted or ESF High Priority

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

Strategy 1: Offer 20% of incoming kindergarten students and their parents 3 days of kindergarten readiness and social emotional development training by means of a summer Kindergarten Bootcamp.	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: -Increased number of students beginning school kindergarten ready -Build parent capacity to support their student's social emotional and academic development -Decrease the number of students requiring intervention -Decrease number of students retained in kindergarten **Staff Responsible for Monitoring:** Principal Counselor **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - Perceptions 1 **Funding Sources:** Classroom and Parent Training Materials - 211-Title I - $4,000, Staff Extra Duty Compensation - 211-Title I - $3,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

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

Goal 6: Academic Excellence

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

Evaluation Data Sources: # of students retained in kindergarten

Strategy 1: Provide staff with MTSS and intervention training and materials to support struggling students.	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy's Expected Result/Impact: -More MTSS resources to support students during intervention time -Increased student achievement -Shorter time needed to close learning gaps -Instructional assistants better equipped to work with struggling learners -Decreased number of failing students **Staff Responsible for Monitoring:** Principal Counselor MTSS Committee **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 6 - School Processes & Programs 1 **Funding Sources:** Researched based intervention materials - 211-Title I - $3,000, Professional Development - 211-Title I - $3,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

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

Title I Personnel

Name	Position	Program	FTE
David Merrill	Classroom and STEAM IA		
Gabriela Medina	Classroom and Art IA		

Campus Funding Summary

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

Celina Independent School District

Lykins Elementary

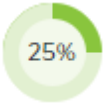
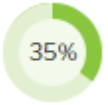
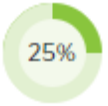
2020-2021 Campus Improvement Plan

Goals

Goal 1: Community

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

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Translate all campus communication in Spanish for bilingual population. **Strategy's Expected Result/Impact:** Increase in volunteer opportunities and participation **Staff Responsible for Monitoring:** Teachers Campus Administrators **Title I Schoolwide Elements:** 3.1 - **TEA Priorities:** Improve low-performing schools				
Strategy 2: Explore strategies/tools which support our families in their desire to be part of their child's education, such as curriculum meetings, parent involvement nights for free of charge, Watch Dog Dads, and other opportunities to become involved. **Strategy's Expected Result/Impact:** Parent's feedback from parental involvement survey, sign-in sheets from events, evaluation of activities to ensure a successful impact on learners. **Staff Responsible for Monitoring:** Campus Administration Specials Teachers Team Leads Teachers **Title I Schoolwide Elements:** 3.2				
Strategy 3: Encourage weekly communication between parents and staff about upcoming events and volunteer opportunities. **Strategy's Expected Result/Impact:** Open communication and partnership between school and home. **Staff Responsible for Monitoring:** Teachers Campus Administrators **Title I Schoolwide Elements:** 3.1				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Community

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

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Increase partnerships with local businesses to support our families and students. **Strategy's Expected Result/Impact:** Methodist Church Food Bank, Additional Churches, Perfect Attendance Recognition, School Supply Drive, Sign Gypsies, STEAM Resources, Celina PD **Staff Responsible for Monitoring:** Campus Administration PTA CRE School Counselor **Title I Schoolwide Elements:** 3.2	20%			
Strategy 2: Involve community sponsors responsible for Garden of Oz for ongoing support and participation. **Strategy's Expected Result/Impact:** Increase volunteer opportunities and participation. **Staff Responsible for Monitoring:** Garden Committee Campus Administration Grade Level Teachers **Title I Schoolwide Elements:** 3.2	20%			
Strategy 3: Counselor with promote and increase participation of Career Day, which will also provide opportunities for community involvement. **Strategy's Expected Result/Impact:** Increase parent participation, increase exploration of programs and careers, Read Across America **Staff Responsible for Monitoring:** School Counselor Campus Administration Teachers Librarian **Title I Schoolwide Elements:** 3.2	20%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Community

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

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: With renovation of our building, create an atmosphere in the front office for all to feel welcome when visiting the office at Lykins Elementary. **Strategy's Expected Result/Impact:** Climate Survey Appearance **Staff Responsible for Monitoring:** Office Staff Campus Administration **Title I Schoolwide Elements:** 3.1	25%			
Strategy 2: Include diverse groups of parents, faculty, and community members in decision making through various committees, (CIP, SHAC, site-based committee, calendar) **Strategy's Expected Result/Impact:** Increase volunteer opportunities and engagement from variety of stakeholders. **Staff Responsible for Monitoring:** Campus Administration	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Excellence

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

Evaluation Data Sources:
% increase of professional development opportunities
% of educator retention
% of teachers participating in PLCs
% of improvement in student growth index

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Utilize Empowering Writers in accordance with the district writing plan to ensure high expectations for student, aligning common assessments vertically throughout campus. **Strategy's Expected Result/Impact:** Staff development sign-in sheets, certificates from training, agenda from professional development events, lesson plans, campus walk-through data, increase in academic performance of students on local and state assessments **Staff Responsible for Monitoring:** Director of Elementary Curriculum, Campus Administration, Classroom Teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 211-Title I - $2,000	15%			
Strategy 2: Schedule site visits to surrounding districts of comparable size to collaborate with other professionals on classroom instruction, design and best practice. **Strategy's Expected Result/Impact:** Implementation/discussion/presentation of information gained from site visits, increase instructional tools and provide professional development by peers. **Staff Responsible for Monitoring:** Campus Administration **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	0%			
Strategy 3: Provide necessary professional development and expand the use of guided reading library and strategy grouping as an intervention among struggling students and enrichment for our Title 1 students. **Strategy's Expected Result/Impact:** Measure of growth by objective and reading levels (certificates and invoices) **Staff Responsible for Monitoring:** Campus Administration Director of Elementary Curriculum Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - 211-Title I - $10,000	20%			

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 4: Implement use of Instructional Coach on campus to improve professional development deployment and consistency, help with vertical and horizontal alignment, and assist with PLC process. **Strategy's Expected Result/Impact:** PLC Data, Professional Development, Sign-In Sheets, Certificates **Staff Responsible for Monitoring:** Campus Administration Director of Elementary Curriculum **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - 211-Title I - $6,000	25%			
Strategy 5: Based on data gleaned from the 2017-2018 and 2018-2019 STAAR results, as seen on TxReports, the area of need identified by Celina ISD is for reading at third, fourth and fifth grades to increase the number of student who are advanced or exceed growth measurement standard **Strategy's Expected Result/Impact:** Purchase reading intervention program and engage in guided reading training during professional development opportunities (Fountas and Pinnell, Rooted in Reading, LLI) **Staff Responsible for Monitoring:** Director of Elementary Curriculum Campus Principal Bilingual Director Classroom Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - 211-Title I - $10,000	10%			
Strategy 6: Align formative and summative assessments for better indication of student needs and mastery of content and standards. **Strategy's Expected Result/Impact:** PLC teacher data, student data on assessments, student growth measurement **Staff Responsible for Monitoring:** Classroom teachers Director of Elementary Curriculum Campus Administrators **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	25%			
Strategy 7: Provide paraprofessional inclusion support staff professional development and trainings. **Strategy's Expected Result/Impact:** Teacher feedback, walk-throughs, increase paraprofessional job performance, certificates **Staff Responsible for Monitoring:** Campus Administration Special Education Teacher Director of Elementary Curriculum	75%			

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

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Excellence

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

Evaluation Data Sources:
% increase of participation in extracurricular activities
# increased of extra-curricular activities offered

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Implement and require dedicated, daily SEL time on the master schedule and SEL curriculum in grades 1-5. **Strategy's Expected Result/Impact:** Professional development provided for staff, lessons provided, character trait recognition each month **Staff Responsible for Monitoring:** School counselor Campus Administration Classroom Teachers Campus Staff **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools				

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2: Expand extra curricular opportunities for students, such as Chess Club, Spanish Club, Art Club, Lego Robotics, Cinco de Mayo Curriculum Night, Bilingual Spelling Bee **Strategy's Expected Result/Impact:** % Increase in participation and student clubs **Staff Responsible for Monitoring:** Campus Administrators Sponsors Teachers PTA **Title I Schoolwide Elements:** 2.5				

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3: Provide a campus-wide assembly with secondary student mentors or public speakers **Strategy's Expected Result/Impact:** Reduction in office or counselor referrals, decrease in bullying reports, list of events that occured, roster of students **Staff Responsible for Monitoring:** Campus Principal Campus Counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 211-Title I - $3,000				

Strategy 4: Provide and increase opportunity to participate in STEAM activities and Gifted and Talented enrichment activities. **Strategy's Expected Result/Impact:** STEAM lab rotation or in master schedule for all students grades 1-5 **Staff Responsible for Monitoring:** Librarian Campus Administrator Teachers STEAM Teacher GT Teacher Art Teacher **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Connect high school to career and college	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	50%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Excellence

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

Evaluation Data Sources:
% of graduation rate
% increase of enrollment in CTE courses
% of students receiving certifications

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Teachers will use and model the use of academic vocabulary and increase the depth and complexity of instruction with the implementation of the interactive word wall and bilingual labels throughout the building. **Strategy's Expected Result/Impact:** Teacher lesson plans, campus walk-through data, student performance on local and state assessments **Staff Responsible for Monitoring:** Director of Elementary Curriculum Campus Principal Classroom Teachers Bilingual Director **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - 211-Title I - $3,000	5%			
Strategy 2: Provide professional development of the 4 C's; Collaboration, Communication, Critical Thinking and Creativity **Strategy's Expected Result/Impact:** Increase participation on climate and technology surveys, sign-in sheet **Staff Responsible for Monitoring:** Campus Administration Director of Elementary Curriculum Classroom Teachers **Title I Schoolwide Elements:** 2.5	0%			
Strategy 3: Promote college and trade awareness and implement character development bi-weekly to develop social and emotional skills. **Strategy's Expected Result/Impact:** Bi-weekly guidance lessons, Huddle Up **Staff Responsible for Monitoring:** Campus Counselor District CTE Director **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college	15%			

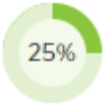
Strategy 4: Teach, model and integrate soft skills into STEAM lessons. **Strategy's Expected Result/Impact:** Common language throughout campus, Bobcat Heart, Huddle Up, Master Schedule **Staff Responsible for Monitoring:** Librarian Classroom Teachers Campus Administrators STEAM Teacher **TEA Priorities:**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

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Excellence

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

Evaluation Data Sources:
# of systems and supports implemented
% of students indicating preparedness

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Offer technology professional development to increase teacher and student instructional technology use with Apple tv's, and continue to expand instructional technology use for teachers and students. **Strategy's Expected Result/Impact:** Sign-In Data, Master Schedule, Teacher Feedback **Staff Responsible for Monitoring:** Instructional Technologist Campus Administrators Director of Elementary Curriculum **Title I Schoolwide Elements:** 2.5				
Strategy 2: Explore the possibility of increasing student/devise ratio, especially for 4th and 5th grade. (ipads or chromebooks) **Strategy's Expected Result/Impact:** More devices of campus for student use. **Staff Responsible for Monitoring:** Instructional Technologist Campus Administration Technology Department Director of Elementary Curriculum **Title I Schoolwide Elements:** 2.5 **Funding Sources:** - 211-Title I - $15,000				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Innovation

Performance Objective 1: Expand technological opportunities.

Evaluation Data Sources:
% increase in courses offered
% increase in enrollment/participation
# increase in device to student ratio
# increase in teachers participating in quality training

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Provide PLC professional development for instructional staff and implement the PLC format during weekly team meetings. **Strategy's Expected Result/Impact:** Sign-in Sheets, Increase in teacher participation/buy in, feedback, and student growth **Staff Responsible for Monitoring:** Campus Administration Director of Elementary Curriculum **TEA Priorities:** Improve low-performing schools	25%			
Strategy 2: Create a master schedule that is conducive to a successful PLC implementation with grade level aligned intervention. **Strategy's Expected Result/Impact:** Scheduled time for horizontal planning of formative assessments, vertical alignment opportunities, common assessment, data dives and planning **Staff Responsible for Monitoring:** Campus Administration **Title I Schoolwide Elements:** 2.6	20%			
Strategy 3: Identify student strength and weaknesses using Lead4ward Heat Map. **Strategy's Expected Result/Impact:** Intentional, specific instruction geared toward student strength and weaknesses. **Staff Responsible for Monitoring:** Campus Administration Interventionist **Title I Schoolwide Elements:** 2.6	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Innovation

Performance Objective 2: Create collaborative learning spaces.

Evaluation Data Sources:
% increase in implementation of flexible classrooms
# increase in teaming areas

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Implement ongoing training of instructional staff in project based lessons. **Strategy's Expected Result/Impact:** Student growth, teacher feedback, observation, professional development sign-in sheets **Staff Responsible for Monitoring:** Director of Elementary Curriculum Campus Administration Classroom Teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Professional Development - 211-Title I - $3,000				
Strategy 2: Increase the use of project based lessons through STEAM lab and classroom instruction. **Strategy's Expected Result/Impact:** Provide opportunities for students to collaborate and create using critical thinking strategies. **Staff Responsible for Monitoring:** STEAM Teacher Classroom Teacher Campus Administration **Title I Schoolwide Elements:** 2.5				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: Innovation

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

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

Strategy 1: Implement a scholar intervention plan that includes all elements of intervention and enrichment. **Strategy's Expected Result/Impact:** Provide targeted instruction for all students. **Staff Responsible for Monitoring:** Interventionist Campus Administration **Title I Schoolwide Elements:** 2.5	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	20%			

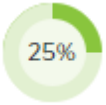
Strategy 2: Track growth index on assessments in all content areas and on the following student groups: African American, Hispanic, and White Economically Disadvantaged. **Strategy's Expected Result/Impact:** Improve growth and student gap indexes. **Staff Responsible for Monitoring:** Campus Administration Classroom Teachers Interventionist **Title I Schoolwide Elements:** 2.6	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Leadership

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

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Utilize 5th grade Youth Leadership Team to expand students exemplifying leadership characteristics and responsibilities throughout the campus. **Strategy's Expected Result/Impact:** Increase the student participation, feedback from students, staff and parents **Staff Responsible for Monitoring:** Campus Administrators Counselor Teacher Sponsors Classroom Teachers				
Strategy 2: Promote and encourage the positive behavior support system that will be used on campus to recognize positive behavior exhibited by students. Charts in classroom will denote positive efforts made by students. (CHAMPS, Bobcat Heart Referral, Huddle Up **Strategy's Expected Result/Impact:** Decrease office referrals, increase student motivation, feedback from parental involvement survey, teacher feedback **Staff Responsible for Monitoring:** Campus Administrators Campus Counselor Classroom Teacher CES Staff				
Strategy 3: Meet bi-weekly with committee to discuss and revise behavior expectation/initiatives that are implemented campus-wide, used to fidelity for consistency and proficiency, to promote positive behavior and minimize discipline and/or bullying opportunities **Strategy's Expected Result/Impact:** Discipline records, parent survey, student survey, teacher survey **Staff Responsible for Monitoring:** Campus Administration Campus Counselor Parent Classroom Teachers **Title I Schoolwide Elements:** 2.6, 3.2				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Leadership

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

Evaluation Data Sources:
% of district employees participating in the plan
% increase of involvement in districtÂ€Â™s leadership academy

Strategy 1: Provide leadership opportunities for experienced, well-versed staff interested in pursuing a leadership position for the following (See you at C.U.): Instructional Coach, Administration or Curriculum	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Staff feedback, sign-in sheets, observation **Staff Responsible for Monitoring:** Principal Lead Teachers Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals	Sept	Nov	Mar	June
	0%			

Strategy 2: Provide teachers opportunities to lead in different capacities and participate in the decision making process.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Committees led by teacher leaders **Staff Responsible for Monitoring:** Teachers Campus Administrators	Sept	Nov	Mar	June
	15%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Leadership

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

Evaluation Data Sources: % of detailed plan implemented

Strategy 1: Create and utilize mentoring for new staff. **Strategy's Expected Result/Impact:** Agenda from meetings, teacher feedback, documentation of days they met **Staff Responsible for Monitoring:** Campus Administration Team Leads New Teachers	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	0%			

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 5: Stewardship

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

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

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

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Stewardship

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

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

Strategy 1: Consider additional instructional aid to provide support for at-risk students and our bilingual population. **Strategy's Expected Result/Impact:** Paraprofessional schedule, improve student academic scores on STAAR **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** staffing - 211-Title I - $22,000	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Stewardship

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

Evaluation Data Sources:
% of students and parents indicating satisfaction
# of supports provided based on counselor reports

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Provide annual training/instruction on campus crisis and emergency plans. **Strategy's Expected Result/Impact:** Schedule trainings/meetings, staff sign-in sheets from trainings, staff knowledge an implementation of Code of Conduct **Staff Responsible for Monitoring:** Campus Administration School Counselor	25%			
Strategy 2: Increase the number of security cameras in the unstructured environments of the campus. **Strategy's Expected Result/Impact:** Reduce discipline referrals from unstructured environments **Staff Responsible for Monitoring:** Security Campus Administration	50%			
Strategy 3: Increase trained special education personnel for students academic needs and student safety. **Strategy's Expected Result/Impact:** Teacher/Student Ratio, Reduced Inclusion/Resource minutes and resources **Staff Responsible for Monitoring:** Campus Administration	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 6: Academic Excellence

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

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Conduct PLC meetings to monitor strategies such as rigorous, student-focused, and differentiated lessons to promote continuous improvement in Special Education, Dyslexia, ELL, Gifted and Talented, and students served through 504 accommodations. **Strategy's Expected Result/Impact:** Provide differentiated, targeted instruction for all students. **Staff Responsible for Monitoring:** Campus Administration IDLT Special Education Classroom Teachers	10%			

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2: Provide optional Saturday school opportunities for bilingual students in grades 1-5. **Strategy's Expected Result/Impact:** Increase in student academics and parent engagement. **Staff Responsible for Monitoring:** Campus Administration Bilingual Interventionist Bilingual Teachers **Title I Schoolwide Elements:** 2.6	0%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Celina Independent School District

O'Dell Elementary School

2020-2021 Campus Improvement Plan

Goals

Revised/Approved: February 28, 2020

Goal 1: Community

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

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

Strategy 1: Support Celina Education Foundation, O'Dell Elementary PTA & C.A.T.S with membership drives & helping host event/activities in order to continue to help provide scholarships for students, to help purchase materials for classroom teachers, and to provide opportunities for fundraising. **Strategy's Expected Result/Impact:** Increase # of members/participation in Celina Education Foundation, O'Dell PTA & C.A.T.S. Increase the amount of funds received for scholarships, fundraising & materials. **Staff Responsible for Monitoring:** Campus administration, teachers	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	5%	55%		

Strategy 2: Make available opportunities within campus organizations that will establish parental & community engagement: Principal/Counselor Coffee & Tea, Parent Involvement Nights, Watch Dog Dads, PTA events, etc. **Strategy's Expected Result/Impact:** Increase the participation # of parents/community members attending **Staff Responsible for Monitoring:** Campus administration, teachers, support staff, counselor	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
		45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Community

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

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

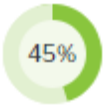
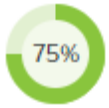
Strategy 1: Participate in Career Day with local business owners. **Strategy's Expected Result/Impact:** Increase the % of community member participation from 50% to 75%. **Staff Responsible for Monitoring:** Counselor	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	5%	40%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Community

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

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Broaden the involvement of Celina's Fire, Police & other City officials in Texas Reads One Book Literacy Program. **Strategy's Expected Result/Impact:** Increase the # of community volunteers participating in the program. **Staff Responsible for Monitoring:** Campus administration, teachers				
Strategy 2: Strengthen & support the "Healthy Zone" exercise & nutrition program, and continue supporting the "Amped" running club focusing on increasing student participation. **Strategy's Expected Result/Impact:** Increase the % of students/parents. **Staff Responsible for Monitoring:** P.E. Coach				
Strategy 3: Expand the "Healthy Zone Health Fair" by reaching out to additional organizations who address & support student health issues. **Strategy's Expected Result/Impact:** Increase the # of participants & community sponsors. **Staff Responsible for Monitoring:** Campus administration, Nurse, P.E. Coach				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Excellence

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

Evaluation Data Sources:
% increase of professional development opportunities
% of educator retention
% of teachers participating in PLCs
% of improvement in student growth index

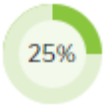
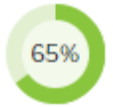
	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Support & grow teachers through recommendations into Aspiring Administrators. **Strategy's Expected Result/Impact:** Increase the % of teacher growth. **Staff Responsible for Monitoring:** Campus administration	20%	50%		
Strategy 2: Support new hires through involvement in the "New Teacher Academy" & campus mentor program. **Strategy's Expected Result/Impact:** Increase % of teacher growth, T-Tess. **Staff Responsible for Monitoring:** Campus administration.	50%	75%		
Strategy 3: Hire highly qualified diverse candidates to represent the student population within the campus. **Strategy's Expected Result/Impact:** Increase the # of teachers by diversity. **Staff Responsible for Monitoring:** Campus administration	20%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Excellence

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

Evaluation Data Sources:
% increase of participation in extracurricular activities
# increased of extra-curricular activities offered

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Expand and increase parental engagement with Family Literacy, Got Math?, Mad Science and STEM programs by involving our PTA. **Strategy's Expected Result/Impact:** Increase # of student & parent engagement. **Staff Responsible for Monitoring:** Campus administration, teachers				
Strategy 2: Support PTA with family involvement nights, social events, school programs and fundraisers. **Strategy's Expected Result/Impact:** Increase the % of participation. **Staff Responsible for Monitoring:** Campus administration, teachers				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Excellence

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

Evaluation Data Sources:
% of graduation rate
% increase of enrollment in CTE courses
% of students receiving certifications

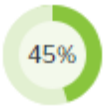
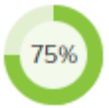
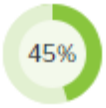
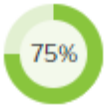
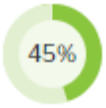
Strategy 1: Utilize the STEM lab & Computer lab to promote higher level thinking skills by implementing a schedule for 4th & 5th grade students utilizing advanced academics & technology to provide opportunities for students to excel in CTE strand. **Strategy's Expected Result/Impact:** Increase the % of students enrolling in CTE at secondary level. **Staff Responsible for Monitoring:** Canpus administration, STEM teacher	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	25%	40%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Excellence

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

Evaluation Data Sources:
# of systems and supports implemented
% of students indicating preparedness

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Character Education designed by the campus counselor will be provided weekly in the classrooms by the teachers. **Strategy's Expected Result/Impact:** Increase the # of student success in careers & college readiness. **Staff Responsible for Monitoring:** Campus administration, Counselor				
Strategy 2: Classroom teachers will deliver Social Emotional Learning lessons weekly. **Strategy's Expected Result/Impact:** Increase the # of student success in career readiness. **Staff Responsible for Monitoring:** Campus administration, counselor, teachers				
Strategy 3: Counselor will provide guidance lessons weekly in the classrooms focusing on character traits. **Strategy's Expected Result/Impact:** Increase the # of student success in career readiness. **Staff Responsible for Monitoring:** Campus administration, counselor				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Innovation

Performance Objective 1: Expand technological opportunities.

Evaluation Data Sources:
% increase in courses offered
% increase in enrollment/participation
# increase in device to student ratio
# increase in teachers participating in quality training

Strategy 1: Campus IT will continue to work with teachers & offer new innovative ideas, in order to share/introduce to our students. **Strategy's Expected Result/Impact:** Data processing & completion time expedited. **Staff Responsible for Monitoring:** Teahers, Technology	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	50%	80%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Innovation

Performance Objective 2: Create collaborative learning spaces.

Evaluation Data Sources:
% increase in implementation of flexible classrooms
# increase in teaming areas

Strategy 1: "Outdoor Learning Center" will continue to be utilized for shared reading, science activities, art projects and homeroom lunch time. **Strategy's Expected Result/Impact:** Evidence of flexible class space. **Staff Responsible for Monitoring:** Teachers	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	40%	75%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Innovation

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

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

Strategy 1: Expand the implementation of PLC by sending additional teachers to training. Training may be offered virtually due to COVID19. **Strategy's Expected Result/Impact:** Increase % of teachers trained. **Staff Responsible for Monitoring:** Teachers	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	15%	50%		

Strategy 2: Provide additional support by purchasing needed materials & supplies for our intervention program in order to achieve a higher percentage in the meets & mastery level on the state assessment. **Strategy's Expected Result/Impact:** Increase the % of student growth & the % of TIER 1 instruction & STAAR scores. **Staff Responsible for Monitoring:** Campus administration, teachers	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	50%	75%		

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Leadership

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

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Increase the number of students selected to participate in the Youth Leadership Team (YLT) by 25%. **Strategy's Expected Result/Impact:** Help develop leadership skills & participation in community service projects. **Staff Responsible for Monitoring:** Counselor	50%	70%		
Strategy 2: Expand peer tutoring for lower grade levels focusing on math & reading. **Strategy's Expected Result/Impact:** Help develop leadership skills & observe the # of students participating. **Staff Responsible for Monitoring:** Teachers, counselor	10%	30%		
Strategy 3: Involve student leadership to help to increase participation in growing our FCA program. **Strategy's Expected Result/Impact:** Help develop leadership skills. **Staff Responsible for Monitoring:** Teacher sponsor, counselor	25%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Leadership

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

Evaluation Data Sources:
% of district employees participating in the plan
% increase of involvement in districtÂ€Â™s leadership academy

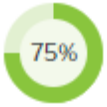
	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Encourage teachers to participate in hosting a workshop for campus/district Professional Development for their discipline. **Strategy's Expected Result/Impact:** Increased teacher efficacy & increased student achievement. **Staff Responsible for Monitoring:** Campus administration, teachers	5%	65%		
Strategy 2: Expand & participate in professional development based on teachers T-Tess goals. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Campus administrator, teachers	15%	45%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Leadership

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

Evaluation Data Sources: % of detailed plan implemented

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Strategic placement of each added grade/teacher for projected growth. Important for transition & rotations. **Strategy's Expected Result/Impact:** # of rooms available for each grade level without disrupting current placement. **Staff Responsible for Monitoring:** Campus administrator				

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2: Due to projected growth careful attention is paid to enrollment and the need to order additional textbooks & materials. **Strategy's Expected Result/Impact:** Availablity of textbooks, materials and classroooms are readily accessible. **Staff Responsible for Monitoring:** Campus administration				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Stewardship

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

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

Strategy 1: Allocate financial resources equally throughout disciplines & grades levels by working closely with Central Administration. **Strategy's Expected Result/Impact:** Budget is managable and allocated appropriately. **Staff Responsible for Monitoring:** Campus administration	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	55%	70%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Stewardship

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

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Monitor teacher/student ratio for all grades levels . **Strategy's Expected Result/Impact:** Enrollment remains current/accurate & attainable. **Staff Responsible for Monitoring:** Campus administration, PEIMS	55%	95%		
Strategy 2: Utilize all available space/rooms wisely. **Strategy's Expected Result/Impact:** Ensure availablity & capacity throughout growth. **Staff Responsible for Monitoring:** Campus administration	50%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Stewardship

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

Evaluation Data Sources:
% of students and parents indicating satisfaction
# of supports provided based on counselor reports

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Routinely practice safety drills to ensure a positive, safe & orderly school atmosphere. **Strategy's Expected Result/Impact:** Increase % of student & parent satisfaction for safety. **Staff Responsible for Monitoring:** Campus administration, teachers, SRO				
Strategy 2: Ensure an environment that provides maximum instructional time while allowing flexibility for individual student needs when developing the master schedule. **Strategy's Expected Result/Impact:** Observations, T-Tess observe classroom environment, as well as view procedures & protocals in place. **Staff Responsible for Monitoring:** Campus administration, teachers				

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: Academic Excellence

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

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

Strategy 1: Support & provide the needed materials and resources to increase the percentage of student scores to "meets" & "masters" on the state assessment. **Strategy's Expected Result/Impact:** Increase in % of students scoring "meets & masters" and showing an increase in student growth from 25% to 50%. **Staff Responsible for Monitoring:** Campus administration, teachers, intervention teachers	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	50%	50%		

Strategy 2: Ensure the success of all students by monitoring their progress after each curriculum check & by using MAP testing to monitor growth. **Strategy's Expected Result/Impact:** Increase % of students showing growth on the state assessment. **Staff Responsible for Monitoring:** Campus administration, teachers	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	45%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Celina Independent School District

Celina Junior High

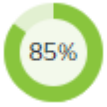
2020-2021 Campus Improvement Plan

Goals

Goal 1: Community

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

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

Strategy 1: Improve current parent communication methods (Google Classroom, Calendar, email, and/or Remind, progress report newsletter) **Strategy's Expected Result/Impact:** Staff consistently uses preferred venues for communication with community. **Staff Responsible for Monitoring:** Campus administrators and teachers **TEA Priorities:** Improve low-performing schools	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Community

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

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

Strategy 1: Collaborate with the Chamber of Commerce to organize a career day in May **Strategy's Expected Result/Impact:** Students are introduced to career possibilities and college preparation required **Staff Responsible for Monitoring:** Campus administrator Counselor **TEA Priorities:** Connect high school to career and college	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	10%	10%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Community

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

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

Strategy 1: Extend 6th grade Principal's 100 reward to include students in Chamber of Commerce luncheon trip with J H campus. **Strategy's Expected Result/Impact:** Opportunity for more students to interact with community organizations and businesses monthly. Student notification forms to parents about trip. **Staff Responsible for Monitoring:** Campus principals (6GC & J H) PBIS **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	0%	0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Excellence

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

Evaluation Data Sources:
% increase of professional development opportunities
% of educator retention
% of teachers participating in PLCs
% of improvement in student growth index

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Provide diversity training (ESL, low-SES, linguistically and culturally diversity, etc.) and support for staff throughout the year **Strategy's Expected Result/Impact:** Build teacher capacity to meet diverse student needs. **Staff Responsible for Monitoring:** Principal ESL coordinator **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	0%	0%		
Strategy 2: Include ESL support to PLC and CTT meetings weekly. **Strategy's Expected Result/Impact:** ESL student populations needs are better represented in PLC and CTT meetings and met in instructional practices. **Staff Responsible for Monitoring:** Principal Teachers **ESF Levers:** Lever 4: High-Quality Curriculum	0%	0%		
Strategy 3: Identify and utilize a data hub (student portfolio) system to share necessary student data across grade-levels. **Strategy's Expected Result/Impact:** Teachers are equipped with the knowledge of the individual student needs that may need special considerations or supports. **Staff Responsible for Monitoring:** Principals Teachers **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	20%	50%		
Strategy 4: Integrate MTSS training (MAPs testing, data interpretation, etc) to build capacity of teacher's ability to identify and support student needs. **Strategy's Expected Result/Impact:** Teachers use data-based instructional strategies to increase student performance and achievement. **Staff Responsible for Monitoring:** Principal Teachers **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	25%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Excellence

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

Evaluation Data Sources:
% increase of participation in extracurricular activities
# increased of extra-curricular activities offered

Strategy 1: Provide club/activities during ACE/school day (i.e. archery, fishing, Knot Your Average Bobcat, ecology club, horticulture club, robotics, GU, Spanish Spelling-Bee, Mock Trial) **Strategy's Expected Result/Impact:** Increase number and participation of extra-curricular activities. **Staff Responsible for Monitoring:** Principals Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	60%	75%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Excellence

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

Evaluation Data Sources:
% of graduation rate
% increase of enrollment in CTE courses
% of students receiving certifications

Strategy 1: Include instructional technologist for GT differentiation and support that focuses on principles of CCMR. **Strategy's Expected Result/Impact:** Students identified as GT will have needs met through differentiated instruction. **Staff Responsible for Monitoring:** Principals Counselor **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	0%	20%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Excellence

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

Evaluation Data Sources:
# of systems and supports implemented
% of students indicating preparedness

Strategy 1: Develop and implement SEL training for staff throughout the year. **Strategy's Expected Result/Impact:** Student capacity for handling different social situations are improved. **Staff Responsible for Monitoring:** Principals Counselor	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	45%	55%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Innovation

Performance Objective 1: Expand technological opportunities.

Evaluation Data Sources:
% increase in courses offered
% increase in enrollment/participation
# increase in device to student ratio
# increase in teachers participating in quality training

Strategy 1: Incorporate instructional technologist to help teachers integrate SAMR principles into lesson plans through training and co-teaching. **Strategy's Expected Result/Impact:** Students learn to utilize technology, applying SAMR to daily work. **Staff Responsible for Monitoring:** Principal Instructional Technologist Teachers	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	75%	75%		

Strategy 2: Create robotics/coding class for 6GC, and 8th grade coding class. **Strategy's Expected Result/Impact:** Students have more opportunities to explore high-demand technical skills. **Staff Responsible for Monitoring:** Principal STEM teacher	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Innovation

Performance Objective 2: Create collaborative learning spaces.

Evaluation Data Sources:
% increase in implementation of flexible classrooms
# increase in teaming areas

Strategy 1: In building design for the new campus work with design team to develop collaborative learning space within the building. **Strategy's Expected Result/Impact:** Students have ACE rewards incorporated with their lunch time for a "Power Hour". **Staff Responsible for Monitoring:** Principal Teachers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Innovation

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

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

Strategy 1: Maintaining using our PBL learning platform with ALL students and ensure that each student is exposed to two lessons per school year. **Strategy's Expected Result/Impact:** Students utilize creative and critical thinking skills to complete content learning. **Staff Responsible for Monitoring:** Principal Teachers DTI	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	25%	25%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Leadership

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

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

Strategy 1: Incorporate a student-led academic program for higher-achieving students to support the academic needs of lower-achieving students in a peer-tutor atmosphere (CJH C-Town). **Strategy's Expected Result/Impact:** Students gain leadership skills and deeper understanding of content area by teaching content to others that struggle. **Staff Responsible for Monitoring:** Principal Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	0%	0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Leadership

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

Evaluation Data Sources:
% of district employees participating in the plan
% increase of involvement in districtÂ€Â™s leadership academy

Strategy 1: Maintain opportunities for teachers to lead vertical and grade-level PLCs and CTTs. **Strategy's Expected Result/Impact:** Teachers will develop a capacity for leadership **Staff Responsible for Monitoring:** Principal Lead teachers	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	75%	100%	100%	

Strategy 2: Maintain opportunities for teachers to participate in and lead in-district and out-of-district professional development. **Strategy's Expected Result/Impact:** Teachers develop research-based professional development and increase professional learning network. PLC calendar and agendas. **Staff Responsible for Monitoring:** Principal Lead teaches	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	80%	80%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Stewardship

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

Evaluation Data Sources:
# of top financial ratings and recognition's
% of financial resources spent on instruction and student activities

Strategy 1: Establish funds for ELAR programs (classroom library, book clubs, etc) **Strategy's Expected Result/Impact:** Students have access to a diverse library and opportunities to encourage and improve literacy. **Staff Responsible for Monitoring:** Teachers ELAR teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Stewardship

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

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

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Stewardship

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

Evaluation Data Sources:
% of students and parents indicating satisfaction
# of supports provided based on counselor reports

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Maintain student of the month program. **Strategy's Expected Result/Impact:** Students are celebrated and recognized for exceptional behavior and performance. **Staff Responsible for Monitoring:** Principal Teachers	80%	100%	100%	
Strategy 2: Continue evaluating and improving the PBIS program **Strategy's Expected Result/Impact:** Continued decline of office referrals and increased student citizenship # of office referrals during the school year. **Staff Responsible for Monitoring:** Principal and PBIS team	75%	90%		
Strategy 3: Establish a modified block schedule, allowing more time for incorporating SEL goals into instruction. **Strategy's Expected Result/Impact:** Students are prepared for block-scheduling and have more time for SEL integration. **Staff Responsible for Monitoring:** Principal Teachers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 6: Academic Excellence

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

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

Strategy 1: Continue and improve CTT and PLC collaboration daily, incorporating Solution Tree best practices. **Strategy's Expected Result/Impact:** Student achievement and progress improves through meaningful data interpretation. **Staff Responsible for Monitoring:** Principal PLC/CTT Leads Teachers	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	25%	25%		

No Progress | Accomplished | Continue/Modify | Discontinue

Celina Independent School District

Celina High School

2020-2021 Campus Improvement Plan

Goals

Goal 1: Community

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

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

Strategy 1: CHS will support campus involvement by hosting events on our campus that provide the necessary information and encourage parents, family, and community engagement.
These are:
Parent information nights
Scholarship night
Awards nights
Principal roundtables
Meet the teacher
College and Career Night.

Strategy's Expected Result/Impact: Our goal is to increase the number of families that attend our event as well as the number of people that volunteer on our campus. Additionally, an increase in programs from year to year.

Staff Responsible for Monitoring: Principal
Assistant Principals

Title I Schoolwide Elements: 3.2

Funding Sources: Parent nights and Principal Roundtables - 199 -- CISD - $1,000

Reviews			
Formative			Summative
Sept	Nov	Mar	June
10%	30%		

Strategy 2: CHS will continue to dedicate a staff member to be in charge of being a liaison for parents that have a desire to assist programs at the High School and recruit and grow the number of these individuals throughout the year. We would like to grow that number to 20.

Strategy's Expected Result/Impact: Grow and identify volunteers to assist CHS with their internal programs.

Staff Responsible for Monitoring: Principal
Program Coordinator

Reviews			
Formative			Summative
Sept	Nov	Mar	June
25%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Community

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

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Maintain the CHS CTE advisory committee to develop new partnerships and job opportunities for students. (Strategic Plan) **Strategy's Expected Result/Impact:** Increase our Career Prep program numbers and have internship opportunities for students. Career Prep numbers to surpass 50 students in 20-21 **Staff Responsible for Monitoring:** Principal CTE Director **Funding Sources:** Mail outs / Catering for meetings / Posters - 199 -- CISD - $500	25%	60%		
Strategy 2: CHS will add to its growing list of companies that we can place students in for internships, mentorships, and practicum classes. 5 new companies in 20-21. (Strategic Plan) **Strategy's Expected Result/Impact:** Having more businesses and choices, students will have opportunities to explore different industries and career choices. **Staff Responsible for Monitoring:** Principal CTE Director **TEA Priorities:** Connect high school to career and college	25%	50%		
Strategy 3: Celina High School will identify local businesses & local colleges to explore partnerships and grants that will strengthen internal programs. (Strategic Plan) **Staff Responsible for Monitoring:** Principal CTE Director **TEA Priorities:** Connect high school to career and college	10%	50%		
Strategy 4: Work closely under the state guidelines, and with local businesses to enhance certifications and licenses opportunities that students can obtain at the end of a CTE pathway. The goal for next year is to offer all applicable tests to students who meet the requirements. **Strategy's Expected Result/Impact:** The final expectation is that students who complete a coherent sequence in a CTE certified area will be offered the certification course applicable with that pathway. **Staff Responsible for Monitoring:** Principal Assistant Principal CTE Director CTE Teachers **Funding Sources:** Certification prep courses and tests. - 244--CTE - $5,000	10%	40%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Excellence

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

Evaluation Data Sources: More professional development options
PLC conferences

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: CHS will embed opportunity for teachers to observe educators inside and outside their field of employment to observe other methods and to improve instruction. The goal will be to have each employee do this once per semester. **Strategy's Expected Result/Impact:** The strategy is to allow our teachers to observe different styles of teaching to help build better collaboration which will lead to exemplary lesson plans and content for our students **Staff Responsible for Monitoring:** Principal Assistant Principals Teacher Leaders **TEA Priorities:** Recruit, support, retain teachers and principals	10%	20%		
Strategy 2: CHS will implement an A/B block schedule for the 2020 - 2021 school year which will allow for PLCs to occur across all core and elective content areas. **Strategy's Expected Result/Impact:** Allow for cross-curricular PLCs during the day More individual time with students Fewer classes per day to prepare for **Staff Responsible for Monitoring:** Principal	75%	90%		
Strategy 3: CHS will develop and implement new ideas to recognize employees for creative ideas and superior classroom instruction. The goal is to develop 2 new programs for employee recognition. (Strategic Plan) **Strategy's Expected Result/Impact:** Higher morale Competition between teachers for best practice ideas. Educator collaboration Teachers taking leadership roles Team Building activities for teachers **Staff Responsible for Monitoring:** Principal Assistant Principals **Funding Sources:** Possible Prizes - 199 -- CISD - $500	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Excellence

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

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

Strategy 1: CHS will work with students, parents, and teachers to develop new high-interest clubs for students to participate in while allowing for additional community support. (Strategic Plan) **Strategy's Expected Result/Impact:** New clubs and activities allows for more student participation. More opportunities to compete. **Staff Responsible for Monitoring:** Assistant Principals All Teachers and Staff CHS Students **TEA Priorities:** Connect high school to career and college	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	40%	50%		

Strategy 2: CHS will survey its students, teachers, and staff to solicit ideas for new and varied extracurricular activities that will develop the necessary skills needed for college or career exploration. Once each semester. **Strategy's Expected Result/Impact:** Generate ideas for new student opportunities. Increases student involvement in extracurricular programs. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Connect high school to career and college	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	10%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Excellence

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

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: CHS will implement new CTE course offerings based upon interest surveys offered in the 19-20 school year. These classes will include: 1) Criminal Justice / Legal Studies 2) Emergency Services 3) Computer Science / Cybersecurity 4) Engineering / Robotics 5) Graphic Design **Strategy's Expected Result/Impact:** More choices for students A variety of options to satisfy student wants. Increase in the number of CTE classes offered. Weekend CTE Opportunities **Staff Responsible for Monitoring:** Principal CTE Director Counselors **Funding Sources:** Marking items and tools - 199 -- CISD - $2,500	70%	80%		
Strategy 2: CHS will continue to offer first-level principle level courses in 8th grade that will satisfy High School credits. The strategy for 20-21 is 2 new courses being offered at the 8th-grade level. (Strategic Plan) **Strategy's Expected Result/Impact:** Credits being offered at the Junior High allow for more options for students to take CTE classes in High School. This leads to multiple pathway opportunities prior to graduation. **Staff Responsible for Monitoring:** CTE Director HS Principal Jr High Principal	10%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Innovation

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

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: CHS will offer staff lunch and learns, as well as, PD opportunities during PLC times. The goal will be to identify and educate teachers with two new technology opportunities next year that can be utilized in their classrooms with students. **Strategy's Expected Result/Impact:** More utilization of technology tips and tricks in the classroom. More team teaching in the classroom **Staff Responsible for Monitoring:** Assistant Principal SWAT Teacher SWAT Members	25%	40%		
Strategy 2: CHS will identify student interest with 2 surveys per year which will be utilized to identify desired courses, career opportunities, and pathways that interest our students. (Strategic Plan) **Strategy's Expected Result/Impact:** To identify courses and careers of interest with our student body. **Staff Responsible for Monitoring:** Principal CTE Director	10%	40%		
Strategy 3: CHS students will create a school overview video that will be used on our web site to talk about who Celina High School is, and important facts about what we offer. Next Year, our goal is to have a video for each area of concentration. **Strategy's Expected Result/Impact:** To provide people information about who we are and what we offer To tell our story To provide program information to outside community members. **Staff Responsible for Monitoring:** Principal AV Teacher **Funding Sources:** Filming, storage and general setup and editing - 244--CTE - $2,500	15%	15%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Innovation

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

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: CHS will continue to update furniture to accommodate a collaborative environment and lead to higher-level thinking and learning. CHS will target two classrooms next school year.				
Strategy 2: CHS will provide a maker space for Robotics & Engineering to create and build projects for competitions and for the development of new ideas. **Strategy's Expected Result/Impact:** Having a dedicated area at CHS will enhance student involvement which will allow for more creativity and better team results in competition. **Staff Responsible for Monitoring:** Principal Robotics Team lead **Funding Sources:** Equipment, Space, and coaching stipend. - 244--CTE - $2,500				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Innovation

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

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: CHS will continue to provide PLC time for teachers each day for the creation of PBL's. With a new Bell Schedule being implemented in 20-21, teachers will have time during the day to work on these items. Our goal is the addition of one more PBL per teacher for the school year. (Strategic Plan) **Strategy's Expected Result/Impact:** Increase in student learning Increase in the amount of work turned in Assessment scores go up Lower failure rate **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher Leaders Assistant Superintendent of Curriculum	80%	90%		
Strategy 2: CHS will expand our UIL competition levels across Academic competitions. Our goal is to involve more students in competitions to foster competition, creative thinking, and participation. (Strategic Plan) **Strategy's Expected Result/Impact:** Having more student participation will lead to higher expected results and student being interest in areas not yet discovered. CHS's goal is to increase our participation level by 10%. **Staff Responsible for Monitoring:** District UIL coordinator Principal Campus Coordinator	10%	35%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Leadership

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

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Celina High School will have a student advisory team that will assist high school administration with information flow down to students and back up to admin. 2 students from each grade level will be on this team of 8 **Strategy's Expected Result/Impact:** Better communication with our students leads to Ideas created by students and those ideas can be brought forth and implemented. This ensures a student voice in their education. **Staff Responsible for Monitoring:** Principal Assistant Principal **Funding Sources:** Meetings, materials, etc. - 199 -- CISD - $1,000	10%	30%		
Strategy 2: CHS will have a "Mentor Monday" period during our activity/flex time. This will be a homeroom setting for students, every Monday, that will allow teachers to check in on their mentees each week. Students will be assigned to teachers and stay with them until they graduate. Additionally, that time can be utilized for character development lessons for all students. **Strategy's Expected Result/Impact:** To ensure we check in on each student weekly and to develop strong mentor / mentee relationships throughout our campus. **Staff Responsible for Monitoring:** Principal Assistant Principals All Teachers Counselors	10%	40%		
Strategy 3: CHS will continue to offer a leadership academy for at-risk students during our activity/flex time. **Strategy's Expected Result/Impact:** To reach those students who are struggling or not motivated. To show them there is another way and to give them the confidence to be better. **Staff Responsible for Monitoring:** Principal Campus RTI Coordinator Teacher of Leadership time **Funding Sources:** Snacks / Literature / Acticties - 199 -- CISD - $1,000	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Leadership

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

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: CHS will enhance our existing campus programs and use aspiring teacher leaders to lead and run these activities. (such as Veterans Day, Homecoming, etc.) teacher leaders will have an opportunity to provide leadership and direction for those areas. (Strategic Plan) **Strategy's Expected Result/Impact:** The development of more campus leaders that can be available for promotion or new programs. Higher communication between leadership and teacher base. **Staff Responsible for Monitoring:** Principal Assistant Principals	10%	20%		

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2: CHS will discuss, (with all teachers) career goals and provide guidance and training opportunities for those aspirations. These goals will be reflecting in the T-Tess yearly goals. **Strategy's Expected Result/Impact:** Better communication of goals Better understanding of aspirations of our staff **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals	10%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Stewardship

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

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: CHS will allocate funds to all departments and activities based on a per student allocation. **Strategy's Expected Result/Impact:** Funds to cover all events and supplies needed **Staff Responsible for Monitoring:** Principal	70%	85%		
Strategy 2: CHS will monitor spending and survey departments each semester for any forecasted expenditures for the following year. **Strategy's Expected Result/Impact:** Better forecasting of budget Update and add furniture for growth **Staff Responsible for Monitoring:** Principal	50%	65%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Stewardship

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

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

Strategy 1: CHS will use data given to CHS by the administration to monitor student growth in order to prepare for additional faculty needs. **Strategy's Expected Result/Impact:** This data will be used in the campus needs assessment to ensure CHS has all necessary resources to provide for student growth. **Staff Responsible for Monitoring:** Principal	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	25%	40%		

Strategy 2: CHS will continue to monitor the needs of their faculty and staff by establishing a culture and atmosphere suggestion area to continue to monitor and meet the needs of our employees. **Strategy's Expected Result/Impact:** Higher morale New ideas recognition opportunities. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Prizes, materials - 199 -- CISD - $2,000	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	35%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Stewardship

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

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

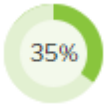
Strategy 1: CHS will begin to develop a plan for term limits on all leadership positions. This will allow for new candidates to have the opportunity to apply and earn a leadership role at the high school	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: Leadership opportunities will be allowed for new candidates New Ideas Renewed excitement in the departments. **Staff Responsible for Monitoring:** Principal Assistant Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: Academic Excellence

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

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: CHS will increase English 1 & 2 scores by raising student levels from Approaches to Meets by 10%, by utilizing MAP 2020 testing and targeted strategies for certain students. **Strategy's Expected Result/Impact:** The expected can be achieved with targeted intervention and data analysis. The result is student growth in these targeted areas and higher overall test results. **Staff Responsible for Monitoring:** Principal Assistant Principals English Teacher Leader				

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2: CHS will increase Algebra 1 scores by raising student levels from Approaches to Meets by 10%, by utilizing 2020 MAP testing and targeted strategies for certain students. **Staff Responsible for Monitoring:** Principal Assistant Principal Math Teacher Leader				

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: Academic Excellence

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

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

Strategy 1: CHS will develop at least one new program to be used during ur activity/flex period next year to target low performers and help them with emphasis on low areas. **Strategy's Expected Result/Impact:** This new program will allow teachers to specifically mentor students a minimum of once a week for a selected amount of time. This mentorship will allow for an emphasis n academics, behavior, & social emotional stability and growth. **Staff Responsible for Monitoring:** Principal Assistant Principals Teacher Leaders	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	15%	55%		

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 6: Academic Excellence

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

Evaluation Data Sources: TEA State Requirements
CISD Strategic Plan

Strategy 1: CHS will use our Mentor Monday activity period to provide training in the following areas on a rotation basis. 1) Social-Emotional Support 2) Behavioral Management 3) Technology 4) Leadership and Character Development 4) MTSS / Intervention **Strategy's Expected Result/Impact:** The results we are expecting will be to better support our students in all aspects of school outside of straight academics. Surveys of students and teachers will provide feedback as to the effectiveness of our programs. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	5%	5%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Celina Independent School District

District Improvement Plan

2020-2021

Priorities

Priority 1: Community

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

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

Strategy 1: Support campus parent and family engagement by promoting scheduled opportunities and utilizing parent volunteers in district and campus initiatives such as SHAC, Watch Dog Dads, SBDM committee, Principal and counselor coffee and tea, meet the teacher, open house, new parent meeting, college and career nights, etc. We will ensure communication materials are translated to include non-English speaking parents in community engagement activities. **Strategy's Expected Result/Impact:** Increased community involvement. **Staff Responsible for Monitoring:** Community Liaisons, and campus administrators. **Title I Schoolwide Elements:** 2.6, 3.2 **Problem Statements:** Perceptions 1	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	10%	50%		

Strategy 2: Dedicate a designated area at each campus to encourage volunteerism (Strategic Plan, Priority 1, Objective 1, Action Step 2, year 4 implementation). **Strategy's Expected Result/Impact:** It is expected to encourage parent volunteerism at each campus. **Staff Responsible for Monitoring:** Assist. Supt. of Maintenance and Operations **Problem Statements:** Perceptions 1	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	25%	0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

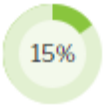
Strategic Objective 1 Problem Statements:

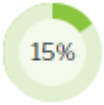
Perceptions
Problem Statement 1: Based on our annual community climate surveys, the community feels there is inconsistency in communication from the district. **Root Cause**: Our district does not have a common or district-wide communication system in place.

Priority 1: Community

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

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Create an advisory committee to explore alternate career program with businesses (Strategic Plan, Priority 1, Objective 2, Action Step 1, implementation years 3-4). **Strategy's Expected Result/Impact:** Increased participation of community businesses in support of career exploration for student growth. **Staff Responsible for Monitoring:** CTE director. **Title I Schoolwide Elements:** 2.5				
Strategy 2: Develop internship, shadow and apprenticeship opportunities with regional businesses (Strategic Plan, Priority 1, Objective 2, Action Step 1, implementation year 4). **Strategy's Expected Result/Impact:** More students will engage in internships that may lead to career choices. **Staff Responsible for Monitoring:** CTE Director **Title I Schoolwide Elements:** 2.6				
Strategy 3: Expand a one-on-one student-business mentorship program to provide real world experiences for students (Strategic Plan, Priority 1, Objective 2, Action Step 3, implementation year 3-4). **Strategy's Expected Result/Impact:** It is expected to increase the number of students engaged in internships with local businesses. **Staff Responsible for Monitoring:** CTE Director **Title I Schoolwide Elements:** 2.5				
Strategy 4: Explore and secure grants in partnership with community organizations, local colleges, and businesses (Strategic Plan, Priority 1, Objective 2, Action Step 4, implementation year 2). **Strategy's Expected Result/Impact:** Grants will enable the district to provide additional resources for CTE courses in order to expand offerings. **Staff Responsible for Monitoring:** Parent Community Liaison **Title I Schoolwide Elements:** 2.5				
Strategy 5: Design and implement a career exploration model to increase student awareness of business and civic responsibilities/skills (Strategic Plan, Priority 1, Objective 2, Action Step 5, implementation year 4). **Strategy's Expected Result/Impact:** CISD will develop multiple relationships with local companies for student internship placement. **Staff Responsible for Monitoring:** CTE Director **Title I Schoolwide Elements:** 2.5				

Strategy 6: Further expand partnerships with area Community College and other licensure and certification programs to provide opportunities for students in licensure and certification upon graduation (Strategic Plan, Priority 1, Objective 2, Action Step 6, implementation year 4). **Strategy's Expected Result/Impact:** This partnership will provide a transition to more certification courses within and beyond high school. **Staff Responsible for Monitoring:** CTE Director **Title I Schoolwide Elements:** 2.5 - **Results Driven Accountability**	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
				

 No Progress Accomplished Continue/Modify Discontinue

Priority 1: Community

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

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

Strategy 1: Expand new and existing relationships with community organizations through a defined partnership/sponsorship program (Strategic Plan). **Strategy's Expected Result/Impact:** More opportunities for students to engage with internships to connect learning to college and career. **Staff Responsible for Monitoring:** CTE Director and High school principal.	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	15%			

Strategy 2: Expand new opportunities for students in staff sponsored after school clubs (Strategic Plan, Priority 1, Objective 3, Action Step 3, implementation year 3). **Strategy's Expected Result/Impact:** Increase the number of student clubs that provide additional was for students to get involved in areas of interest and leadership. **Staff Responsible for Monitoring:** Assistant Superintendent of Administrative Services **Title I Schoolwide Elements:** 2.5	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Priority 2: Excellence

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

Evaluation Data Sources:
% increase of professional development opportunities
% of educator retention
% of teachers participating in PLCs
% of improvement in student growth index

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Train campus leaders on effective coaching and leadership strategies (Strategic Plan, Priority 2, Objective 1, Action Step 2, implementation year 3). **Strategy's Expected Result/Impact:** Improved culture/climate as seen in the annual campus climate survey. **Staff Responsible for Monitoring:** Superintendent **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Equity Plan**				

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2: Support implementation of PLCs across all campuses through administrative and teacher professional development in PLCs. **Strategy's Expected Result/Impact:** Increased student performance through teacher collaboration and planning. **Staff Responsible for Monitoring:** Assistant Superintendent of Instruction and Technology and Director of Elementary Curriculum and Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1 **Funding Sources:** PLC training - 255--Title II - $12,000, PLC training - 211-Title I - $5,000				

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3: Create annual opportunities for teachers to observe other teachers inside and outside CISD to improve instruction (Strategic Plan, Priority 2, Objective 1, Action Step 7, implementation year 2). **Strategy's Expected Result/Impact:** The expected outcome is improved student learning through the implementation of idea and strategies gained from observations. **Staff Responsible for Monitoring:** Assistant Superintendent of Instruction and Technology **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Equity Plan** **Problem Statements:** Student Learning 1 - District Processes & Programs 1				

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 4: Expand mentoring program for new teachers to ensure persistence within the district and teaching profession (Strategic Plan, Priority 2, Objective 1, Action Step 6, implementation year 2). **Strategy's Expected Result/Impact:** This will improve on teacher retention and provide support for new or beginning teachers. **Staff Responsible for Monitoring:** Assistant Superintendent of Instruction and Technology **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1				
Strategy 5: Improve educator morale by exploring and implementing opportunities for recognizing employees for longevity and innovation in the district (Strategic Plan, Priority 2, Objective 1, Action Step 4, implementation years 4-5). **Strategy's Expected Result/Impact:** Improve educator productivity, increase student achievement, and decrease teacher attrition from the district. **Staff Responsible for Monitoring:** Superintendent				
Strategy 6: Provide staff with training and support in managing students with problem behaviors through the MTSS model. **Strategy's Expected Result/Impact:** It is expected that educators will better manage problem behaviors resulting in improved student behavior and learning. It will also improve teacher self-efficacy and morale. **Staff Responsible for Monitoring:** Director of Special Services **Title I Schoolwide Elements:** 2.5, 2.6 **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Strategic Objective 1 Problem Statements:

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

Priority 2: Excellence

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

Evaluation Data Sources:
% increase of participation in extracurricular activities
# increased of extra-curricular activities offered

Strategy 1: Implement, based on the interest inventory, new extracurricular activities using a community-based committee (Strategic Plan, Priority 12 Objective 2, Action Step 2, implementation year 4). **Strategy's Expected Result/Impact:** Increased number of extracurricular activities prompting student and family engagement, thereby increasing student drive to improve academic achievement. **Staff Responsible for Monitoring:** Superintendent	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
		40%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Priority 2: Excellence

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

Evaluation Data Sources:
% of graduation rate
% increase of enrollment in CTE courses
% of students receiving certifications

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Develop courses that align with student interest & industry needs (Strategic Plan, Priority 2, Objective 3, Action Step 4, implementation years 4-5). **Strategy's Expected Result/Impact:** Increased number of CTE course offerings. **Staff Responsible for Monitoring:** Assistant Superintendent for Technology and Instruction and CTE Director **Title I Schoolwide Elements:** 2.4, 2.6 - **Results Driven Accountability** **Problem Statements:** Student Learning 1				
Strategy 2: Based on career exploration and student interest surveys, refine and expand new offerings of Career & Technology Education principle courses at the junior high level or lower to encourage exploration of potential pathways in high school (Strategic Plan, Priority 2, Objective 3, Action Step 2, implementation year 3). **Staff Responsible for Monitoring:** CTE Director				

 No Progress Accomplished Continue/Modify Discontinue

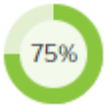
Strategic Objective 3 Problem Statements:

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

Priority 2: Excellence

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

Evaluation Data Sources:
# of systems and supports implemented
% of students indicating preparedness

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Investigate and integrate effective study skills strategies and time management skills at all levels (Strategic Plan, Priority 2, Objective 4, Action Step 2, implementation year 3-4). **Strategy's Expected Result/Impact:** Improved student performance. **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Technology. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1				
Strategy 2: Provide staff with training and materials needed to promote student SEL and development. **Strategy's Expected Result/Impact:** The expected result is students will learn to better self-regulate in regards to social, emotional and mental health. It will also increase the amount of time students will be able to stay focused and on task in the classroom, therefore, improving student performance. **Staff Responsible for Monitoring:** Director of Special Services **Title I Schoolwide Elements:** 2.5, 2.6 **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Strategic Objective 4 Problem Statements:

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

Priority 3: Innovation

Strategic Objective 1: Expand technological opportunities.

Evaluation Data Sources:
% increase in courses offered
% increase in enrollment/participation
# increase in device to student ratio
# increase in teachers participating in quality training

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Identify student interest in Career & Technology Education courses/career options through annual engagement survey (Strategic Plan, Priority 3, Objective 1, Action Step 5, implementation year 1). Monitored annually. **Strategy's Expected Result/Impact:** Increased number of students enrolled in CTE courses and increased CTE course offerings. **Staff Responsible for Monitoring:** Assistant Superintendent of Instruction & Technology and CTE Director	10%	50%		

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2: Expand technology support personnel for each campus (Strategic Plan, Priority 3, Objective 1, Action Step 4, implementation years 3-4). **Strategy's Expected Result/Impact:** Improved technology integration in daily lessons, improved instructional support, and improved student performance. **Staff Responsible for Monitoring:** Assistant Superintendent of Administrative Services	20%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Priority 3: Innovation

Strategic Objective 2: Create collaborative learning spaces.

Evaluation Data Sources:
% increase in implementation of flexible classrooms
# increase in teaming areas

Strategy 1: Update classroom furniture to accommodate flexible/collaborative configurations (Strategic Plan, Priority 3, Objective 2, Action Step 2, implementation year 4). **Strategy's Expected Result/Impact:** Increased flexibility with classroom configuration to increase student collaboration and learning. More open spaces within each building for break-out student collaboration and learning. **Staff Responsible for Monitoring:** Assistant Superintendent of Maintenance & Operations	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	40%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Priority 3: Innovation

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

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

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 4: Employ an advanced academic teacher at the elementary level to facilitate higher level instruction (Strategic Plan, Priority 3, Objective 3, Action Step 7, implementation year 4). **Strategy's Expected Result/Impact:** Improved differentiation for advanced elementary students and improved student performance. **Staff Responsible for Monitoring:** Assist Supt. for Administrative Services **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Student Learning 1 - District Processes & Programs 1				

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 5: Expand academic competitions and participation at all levels to foster critical and creative thinking (Strategic Plan, Priority 3, Objective 3, Action Step 5, implementation year 4). **Strategy's Expected Result/Impact:** Increased student interest in academic competitions beyond UIL. **Staff Responsible for Monitoring:** Assistant Superintendent of Administrative Services **Title I Schoolwide Elements:** 2.4				

 No Progress Accomplished Continue/Modify Discontinue

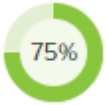
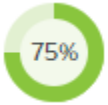
Strategic Objective 3 Problem Statements:

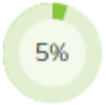
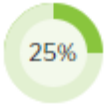
Demographics
Problem Statement 1: Bilingual/ELL and special education students' scores on state assessments lag behind both the district average and in some cases, state averages.
Student Learning
Problem Statement 1: Some student populations struggle to perform and/or grow at the same pace as our overall student population. **Root Cause**: Interventions were focused on at-risk student populations in general.
District Processes & Programs
Problem Statement 1: In general, our African-American and Hispanic student groups score lower on both the individual assessments and in growth measures. **Root Cause**: Our educator population percentages do not reflect our student population percentages.

Priority 4: Leadership

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

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Utilize & Implement District Team: a district team to design & implement a K-12 peer mentoring program (student-to-student) (Strategic Plan, Priority 4, Objective 1, Action Step 6, implementation year 2). **Strategy's Expected Result/Impact:** The expected result is that we will see improved academic performance from our struggling students. **Staff Responsible for Monitoring:** Assistant Superintendent of Administrative Services **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** Student Learning 1 - District Processes & Programs 1				

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2: Identify & Redefine Current Student Groups (extra and co-curricular): for the purpose of enhancing current activities to support the District Leadership Program (Strategic Plan, Priority 4, Objective 1, Action Step 4, implementation years 3-4). **Strategy's Expected Result/Impact:** More students engaged in leadership in student clubs. **Staff Responsible for Monitoring:** Assistant Superintendent of Administrative Services **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Strategic Objective 1 Problem Statements:

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

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

Priority 4: Leadership

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

Evaluation Data Sources:
% of district employees participating in the plan
% increase of involvement in districtÂ€Â™s leadership academy

Strategy 1: Define & Implement a Growth Framework for the following: Instructional Coaches, Aspiring Administrators, Administrator Growth Model. (Strategic Plan, Priority 4, Objective 2, Action Step 1, implementation years 1-2). Ongoing. This year's focus is on Administrator growth. **Strategy's Expected Result/Impact:** This is expected to provide a leadership pipeline and build capacity and teacher collective efficacy which would result in improved student achievement. **Staff Responsible for Monitoring:** Assistant Superintendent of Administrative Services **Title I Schoolwide Elements:** 2.4, 2.6	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	10%	45%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Priority 4: Leadership

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

Evaluation Data Sources: % of detailed plan implemented

Strategy 1: Develop a marketing plan to attract high quality employees to Celina ISD (Strategic Plan, Priority 4, Objective 3, Action Step 2, implementation years 3-4). **Strategy's Expected Result/Impact:** This will provide for the future personnel needs the district. **Staff Responsible for Monitoring:** Director of Human Resources **Problem Statements:** Demographics 2	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	10%			

Strategy 2: Engage in a cost-benefit analysis to evaluate contracted services and internal services in the areas of custodial, transportation and student nutrition services (Strategic Plan, Priority 3, Objective 3, Action Step 3, implementation years 2-3). **Strategy's Expected Result/Impact:** Money released to focus on student instruction and learning. **Staff Responsible for Monitoring:** Assistant Superintendent of Maintenance and Operations	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Strategic Objective 3 Problem Statements:

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

Priority 5: Stewardship

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

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

Strategy 1: Design and publicly display non-academic department revenues, donations, and expenditures on an annual basis. (Strategic Plan, Priority 5, Objective 1, Action Step 1, implementation year 1). **Strategy's Expected Result/Impact:** The expected result is increased public trust in CISD use of public funds to provide the best education **Staff Responsible for Monitoring:** Business Manager	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**

 No Progress Accomplished Continue/Modify Discontinue

Priority 5: Stewardship

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

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Establish relationships with new developers that will allocate land for future campuses (Strategic Plan, Priority 5, Objective 2, Action Step 5, implementation years 1-2). **Staff Responsible for Monitoring:** Assistant Superintendent of Maintenance and Operations	55%	55%		
Strategy 2: Conduct a demographic study with the city and county every two years to measure the potential growth for CISD (Strategic Plan, Priority 5, Objective 2, Action Step 4, implementation year 2). **Strategy's Expected Result/Impact:** Annual/Ongoing. 10 year plan has been developed, voted on by the Board, Bond package passed and the implementation is ongoing. District meets quarterly with district demographer to ensure projections are accurate and district is on track to supply for growth needs. **Staff Responsible for Monitoring:** Assistant Superintendent of Maintenance and Operations	50%	70%		
Strategy 3: Ensure innovative repurposing of facilities upon replacement to support growth and unique programming (Strategic Plan, Priority 5, Objective 2, Action Step 1, implementation years 4-5). **Staff Responsible for Monitoring:** Assist Supt for Maintenance and Operations	20%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Priority 5: Stewardship

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

Evaluation Data Sources:
% of students and parents indicating satisfaction
# of supports provided based on counselor reports

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 1: Conduct yearly surveys of all-stakeholders to measure the needs of all students (Strategic Plan, Priority 5, Objective 3, Action Step 1, implementation year 2). **Staff Responsible for Monitoring:** Parent Community Liaison **Problem Statements:** Demographics 1, 2 - Perceptions 1	0%	0%		
Strategy 2: Monitor Counselor report that will address the physical, emotional, and behavioral needs of students and adhere to FERPA guidelines (Strategic Plan, Priority 5, Objective 3, Action Step 2, implementation year 2). **Staff Responsible for Monitoring:** Assistant Superintendent of Administrative Services	25%	50%		
Strategy 3: Establish a Director position to oversee Counseling / Crisis Intervention for the district to meet the additional growth (Strategic Plan, Priority 5, Objective 3, Action Step 4, implementation years 4-5). **Staff Responsible for Monitoring:** Superintendent	0%	0%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Strategic Objective 3 Problem Statements:

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

Perceptions

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

Priority 6: Academic Excellence

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

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

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

	Reviews			
	Formative			Summative
	Sept	Nov	Mar	June
Strategy 4: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 65% to 68% by June 2021. By 2021 % increase per sub-population: Hispanic 48% to 51% White 64% to 67% Special Ed 36% to 37% Eco. Disadv. 46% to 49% EL/Bilingual 61% to 64% EL Cont. Enrolled 58% to 61% Non-Cont. Enrolled 65% to 68% **Problem Statements:** Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1				
Strategy 5: The percent of 3rd grade students that score meets grade level or above on STAAR Mathematics will increase from 41% to 45% by June 2021. By 2021 increase per sub-population: Hispanic: 34% to 36% White: 67% to 69% Special Ed: 32% to 34% Eco. Disadv.: 43% to 45% ELL: 24% to 26% **Problem Statements:** Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1				
Strategy 6: CISD will evaluate the district comprehensive counseling program and SEL integration. **Strategy's Expected Result/Impact:** This evaluation will provide CISD with a better picture of the needs within the district and counseling program to ensure resources are directed to the most appropriate areas of need. **Staff Responsible for Monitoring:** Assistant Superintendent for Administrative Services **Problem Statements:** Student Learning 1				
Strategy 7: All teachers will be trained on Trauma-informed classroom practices in order to ensure all students are safe and ready to learn. SB 11. **Strategy's Expected Result/Impact:** The expected outcome is that all adults in district will better understand and be able to meet the needs of our students who have had adverse childhood experiences, resulting in improved campus culture and student achievement. **Staff Responsible for Monitoring:** Assistant Superintendent for Administrative Services. **Problem Statements:** Student Learning 1 **Funding Sources:** Title IV funds; - 199 -- CISD - $28,000				

Strategy 8: All teachers will receive training on recognition of indicators of sex-trafficking and preventative measures. HB 111 & HB 18 **Strategy's Expected Result/Impact:** The expected result is that teachers will be better able to recognize students who have been victimized and will be able to direct them to campus administration **Staff Responsible for Monitoring:** Assistant Superintendent for Administrative Services **Problem Statements:** Student Learning 1	**Reviews**			
	Formative			**Summative**
	Sept	**Nov**	**Mar**	**June**
	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Strategic Objective 1 Problem Statements:

Demographics
Problem Statement 1: Bilingual/ELL and special education students' scores on state assessments lag behind both the district average and in some cases, state averages.
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Problem Statement 1: Some student populations struggle to perform and/or grow at the same pace as our overall student population. **Root Cause**: Interventions were focused on at-risk student populations in general.
District Processes & Programs
Problem Statement 1: In general, our African-American and Hispanic student groups score lower on both the individual assessments and in growth measures. **Root Cause**: Our educator population percentages do not reflect our student population percentages.

District Funding Summary

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

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

Reason Code	Description	Celina Primary	Lykins Elem	O'Dell Elem	Celina Junior High	Celina High School
		103	101	104	041	001
11	Used, exhibited, possessed firearm					
12	Used, exhibited possessed illegal knife					
13	Used, exhibited, possessed illegal club					
14	Used, exhibited, possessed prohibited weapon					
16	Arson					
17	Murder, capital murder, criminal attempt to commit murder/capital murder					
18	Indecency with a child					
19	Aggravated kidnapping					
29	Aggravated assault against school district employee/volunteer					
30	Aggravated assault against non-employee/volunteer					
31	Sexual assault/aggravated sexual assault against school district employee/volunteer					
32	Sexual assault/aggravated sexual assault against non-employee/volunteer					
36	Felony controlled substance violation					
37	Felony alcohol violation					
46	Aggravated robbery					
47	Manslaughter					
48	Criminally negligent homicide					
49	Engages in deadly conduct					
57	Continuous Sexual Abuse of Young Child or Children					
	Total Incidents	0	0	0	0	0
	Student Enrollment (Fall 2019 PEIMS Snapshot)					
	Incident Rate	0.0%	0.0%	0.0%	0.0%	0.0%

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

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

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	CELINA ISD								
	043903001	CELINA H S							
		Four-Year Public University	28	2	3	3	9	11	0
		Two-Year Public Colleges	55	26	3	7	9	9	1
		Independent Colleges & Universities	5						
		Not Trackable	5						
		Not Found	70						
		Total High School Graduates	163						
	COMMUNITY ISD								
	043918001	COMMUNITY H S							
		Four-Year Public University	23	5	4	1	7	6	0
		Two-Year Public Colleges	46	13	7	5	11	8	2
		Independent Colleges & Universities	1						
		Not Trackable	7						
		Not Found	54						
		Total High School Graduates	131						
	FARMERSVILLE ISD								
	043904001	FARMERSVILLE H S							
		Four-Year Public University	16	4	3	1	2	6	0
		Two-Year Public Colleges	38	11	7	2	11	5	2
		Independent Colleges & Universities	4						
		Not Trackable	3						
		Not Found	52						
		Total High School Graduates	113						

Source: Texas Higher Education Coordinating Board and Texas Education Agency
"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.
"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

Comprehensive Glossary
2019–20 Texas Academic Performance Report

Cover Page

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

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

For additional information, please see the links below.

General Information about RDA and SPP/APR:

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

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

Methodology for RDA and SPP/APR:

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

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

Data Reports for RDA and SPP/APR:

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

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

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

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

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

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Performance

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

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

Other Important Information:

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

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

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

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

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

STAAR Performance

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

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

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

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

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

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

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

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

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

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

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

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

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

Progress (Academic Growth and STAAR Progress Measure)

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

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

Comprehensive Glossary
2019–20 Texas Academic Performance Report

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

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

Prior Year and SSI

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

$$\frac{\textbf{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019}}{\textbf{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018}}$$

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

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

Bilingual Education/ESL

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

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

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

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

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

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

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

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

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

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

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

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

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

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

$$\frac{\textbf{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019}}{\textbf{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018}}$$

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Participation

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

STAAR Participation

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

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

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

Not Tested: answer documents with score codes A or O

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

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

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Attendance and Graduation
Attendance, Graduation, and Dropout Rates

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

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

(Data source: TSDS PEIMS 42400)

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

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

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

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

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2018–19 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2018–19 school year}}$$

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

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

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

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

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

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

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

Additional Information on Cohorts:

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

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

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2015–16 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2015–16 but takes 5 years to graduate (i.e., graduates in May 2020) is still part of the 2019 cohort; he or she is not switched to the 2020 cohort. This student would be considered a

continuing student and counted as part of the Continued HS number for the Class of 2019. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2019 for the 2019 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2019}}{\textbf{number of students in the 2019 cohort*}}$$

(2) *Received TxCHSE:* For the 2019 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2019. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\textbf{number of students in the 2019 cohort*}}$$

(3) *Continued High School:* The percentage of the 2019 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\textbf{number of students in the 2019 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\textbf{number of students in the 2019 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the 2019 cohort who received a high school diploma by August 31, 2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019}}{\textbf{number of students in the 2019 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2019}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2019}\\ \textbf{plus}\\ \textbf{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}\end{array}}{\textbf{number of students in the 2019 cohort*}}$$

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2019, for the 2018 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2019}}{\textbf{number of students in the 2018 cohort*}}$$

(2) *Received TxCHSE:* For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\textbf{number of students in the 2018 cohort*}}$$

(3) *Continued High School:* The percentage of the 2018 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\textbf{number of students in the 2018 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\textbf{number of students in the 2018 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2018 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019 plus number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2018 cohort*}}$$

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2019, for the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2017 cohort*}}$$

(2) *Received TxCHSE:* For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2017 cohort*}}$$

(3) *Continued High School:* The percentage of the 2017 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort*}}$$

(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2017 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019 plus number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort*}}$$

* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2019 cohort **}}$$

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2014–15. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2018. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2018 cohort**}}$$

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2013–14. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2017. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2019}}{\textbf{number of students in the 2017 cohort**}}$$

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools 2018–19*. *(Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)*

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2019 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2019 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

FHSP-E Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in the Class of 2019 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2019 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in the Class of 2019 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2019 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\textbf{number of graduates from the Class of 2019 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2019 with reported graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2018–19 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

FHSP-E Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2018–19 who earn an FHSP-E}}{\textbf{number of graduates in SY 2018–19 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2018–19 who earn an FHSP-DLA}}{\textbf{number of graduates in school year (SY) 2018–19 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2018–19 with reported graduation plans}}$$

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, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the Texas Education Data Standards for more information. Results are shown for the Class of 2018 and the Class of 2019. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2018–19 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: TSDS PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: TSDS PEIMS 41163)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: TSDS PEIMS 40100 and STAAR*)

$$\frac{\textbf{number of students in the 2018–19 school year eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1). *(Data source: TSDS PEIMS 40100)*

$$\frac{\textbf{number of students in the 2018–19 school year considered as at risk}}{\textbf{total number of students}}$$

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Postsecondary Readiness
College, Career, or Military Readiness (CCMR)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*

2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: TSDS PEIMS 43415)*

3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*

4) **Earn an Associate's Degree:** A graduate earning an associate's degree prior to graduation from high school. *(Data source: TSDS PEIMS 40100)*

5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: TSDS PEIMS 40100)*

7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: TSDS PEIMS 40203)*

8) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the *2020 Accountability Manual* and the *2019 Accountability Manual*. *(Data source: TSDS PEIMS 43415 and 40110 [summer])*

9) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: TSDS PEIMS 40203)*

10) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced degree plan and is identified as a current special education student (*Data source: TSDS PEIMS 40203 and 40110)*

11) **Graduate with Level I or Level II Certificate:** A graduate earning a Level I or Level II certificate in any workforce education area. *(Data source: THECB)*

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the eleven criteria described in *College, Career, or Military Readiness.*

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness.*

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, 9, 10, or 11 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness.*

College Ready and Career/Military Ready: The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, 4, or 5 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness.*

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, 9, 10, or 11. *(Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010)*

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

TSI Criteria						
TSIA		SAT		ACT		College Prep Course
>= 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.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\text{number of 2018–19 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\text{number of 2018–19 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics}}{\text{number of 2018–19 annual graduates}}$$

Either Subject.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics}}{\text{number of 2018–19 annual graduates}}$$

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: TSDS PEIMS 43415)*

$$\frac{\text{number of 2018–19 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{number of 2018–19 annual graduates}}$$

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

$$\frac{\text{number of 2018–19 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2018–19 annual graduates}}$$

Associate's Degree: The percentage of annual graduates who earned an associate's degree before graduation. *(Data source: TSDS PEIMS 40100)*

$$\frac{\text{number of 2018–19 annual graduates who earned an associate's degree before graduation}}{\text{number of 2018–19 annual graduates}}$$

Comprehensive Glossary
2019–20 Texas Academic Performance Report

Associate's Degree but not Career/Military Ready: The percentage of annual graduates who met associate's degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness.*

Associate's Degree and Career/Military Ready: The percentage of annual graduates who met associate's degree criteria 4 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness.*

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area *(Data source: OnRamps program)*

$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2020 Accountability Manual.* *(Data source: TSDS PEIMS 48011)*

$$\frac{\text{number of 2018–19 annual graduates who earned an approved industry-based certification}}{\text{number of 2018–19 annual graduates}}$$

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the *2020 Accountability Manual.* *(Data source: TSDS PEIMS 40203)*

$$\frac{\text{number of 2018–19 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2018–19 annual graduates}}$$

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications. This indicator is different from the accountability College, Career, or Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators.
(Data source: TSDS PEIMS 43415 and 40110)

$$\frac{\text{number of 2018–19 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications}}{\text{number of 2018–19 annual graduates}}$$

Comprehensive Glossary
2019–20 Texas Academic Performance Report

U.S. Armed Forces Enlistment: The percentage of annual graduates enlisting in the U.S. Armed Forces. *(Data source: TSDS PEIMS 40203)*

$$\frac{\text{number of 2018–19 annual graduates enlisting in the U.S. Armed Forces}}{\text{number of 2018–19 annual graduates}}$$

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced degree plan and identified as a current special education student *(Data source: TSDS PEIMS 40203 and 42401)*

$$\frac{\text{number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2018–19 annual graduates}}$$

Graduate with Level I or Level II Certificate: The percentage of annual graduates who earned a Level I or Level II certificate *(Data source: THECB)*

$$\frac{\text{number of 2018–19 annual graduates who earned a Level I or Level II certificate}}{\text{number of 2018–19 annual graduates}}$$

CCMR-related Indicators

Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates): The percentage of annual graduates who took the College Board's TSIA at any point since June 2011. *(Data source: THECB)*

$$\frac{\text{number of 2018–19 annual graduates who took the TSIA}}{\text{number of 2018–19 annual graduates}}$$

TSIA Average Score (Annual Graduates): The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

Reading

$$\frac{\text{sum of total reading scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the reading portion of the TSIA}}$$

Mathematics

$$\frac{\text{sum of total mathematics scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the mathematics portion of the TSIA}}$$

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA *(Data source: THECB and TSDS PEIMS 40203)*

Percentages are calculated and shown for reading and mathematics together and separately.

$$\frac{\text{number of 2018–19 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2018–19 annual graduates}}$$

Comprehensive Glossary
2019–20 Texas Academic Performance Report

CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. *(Data source: TSDS PEIMS 40100, 40203, and 42400)*

number of 2018–19 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

number of 2018–19 annual graduates

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. *(Data source: TSDS PEIMS 43415)*

English Language Arts.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2018–19 annual graduates

Mathematics.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2018–19 annual graduates

Both Subjects.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2018–19 annual graduates

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2015–16 to 2018–19 school years. *(Data source: TSDS PIEMS 43415)*

number of 2018–19 annual graduates who completed and earned credit for at least one AP or IB course in the 2015–16 to 2018–19 school years

number of 2018–19 annual graduates

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations or the International Baccalaureate's (IB) examinations. *(Data source: College Board and IB)*

All Subjects

Number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts

number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

Social Studies

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

(Data source: College Board, IB, and TSDS PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

Social Studies

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

(Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11th and 12th grades}}$$

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

$$\frac{\text{number of 2018–19 graduates who took either the SAT or the ACT}}{\text{number of 2018–19 graduates reported}}$$

(2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

$$\frac{\text{number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2018–19 graduating examinees taking either the SAT or the ACT}}$$

(3) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

$$\frac{\text{number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2018–19 graduates reported}}$$

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

(1) *Average SAT Score (All Subjects):* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

(2) *Average SAT Score (English Language Arts and Writing):* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

(3) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\text{sum of SAT mathematics scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

(Data source: College Board and TSDS PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

(1) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36.

$$\frac{\text{sum of ACT composite scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

(2) *Average ACT Score (English Language Arts):* The average score for the ACT English and Reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and Reading combined scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

(3) *Average ACT Score (Mathematics):* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

(4) *Average ACT Score (Science):* The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

OnRamps Course Credits: The percentage of annual graduates completing an OnRamps dual enrollment course and qualifying for at least three hours of college credit in any subject area. *(Data source: OnRamps program)*

$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for at least three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student: The percentage of annual graduates who graduated under an advanced degree plan and were identified as a current special education student *(Data source: TSDS PEIMS 42401 and 40203)*

$$\frac{\text{number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2018–19 annual graduates}}$$

Other Postsecondary Indicators

Advanced/Dual-Credit Course Completion (Grades 11–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows: *(Data source: TSDS PEIMS 43415)*

Any Subject

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one course in 2018–19}}$$

English Language Arts

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one ELA course in 2018–19}}$$

Mathematics

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one mathematics course in 2018–19}}$$

Science

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one science course in 2018–19}}$$

Social Studies

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one social studies course in 2018–19}}$$

(Data source: TSDS PEIMS 43415)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: TSDS PEIMS 43415)*

Any Subject

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2018–19}}$$

English Language Arts

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2018–19}}$$

Mathematics

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2018–19}}$$

Science

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2018–19}}$$

Social Studies

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one social studies course in 2018–19}}$$

(Data source: TSDS PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

$$\frac{\text{number of graduates during the 2017–18 school year who attended a public or independent college or university in Texas in the 2018–19 academic year}}{\text{number of graduates during the 2017–18 school year}}$$

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

$$\frac{\text{number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated } \textit{and} \text{ met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)}}{\text{number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}$$

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Profile
Student Information

Please note, the Enrollment section of this report is new this year. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to previous reports, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 25, 2019).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: TSDS PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: TSDS PEIMS 40110)*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: TSDS PEIMS 40100, 30040, 30050, 30090)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: TSDS PEIMS 40100)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\textbf{number of students eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

(Data source: TSDS PEIMS 40100 and TEA Student Assessment Division)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services.

English Learners (ELs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Learner" and "Limited English Proficient" (LEP) are used interchangeably.

The percentage of ELs is calculated by dividing the number of ELs by the total number of students in the district or campus. Not all students identified as ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\textbf{number of students with one or more disciplinary placements}}{\textbf{number of students who were in attendance at any time during the school year}}$$

For 2019–20, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: TSDS PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: TSDS PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: TSDS PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term "homeless children and youths" —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: TSDS PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under

Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been

attending one or more schools in any one or more states for more than 3 full academic years. The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: TSDS PEIMS 40100)*

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: TSDS PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: TSDS PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: TSDS PEIMS 40100)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

$$\frac{\textbf{number of students in the 2019–20 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: TSDS PEIMS 40110)

Students by Instructional Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9–12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: TSDS PEIMS 40110, 41163 and 41169)*

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)

- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (TSDS PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\textbf{number of mobile students in 2018–19}}{\textbf{number of students who were in membership at any time during the 2018–19 school year}}$$

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: TSDS PEIMS 42400)*

Attrition Rates *(campus profile only)*: The percentage of students enrolled in fall 2018–19 who did not return to the same campus in the fall of 2019–20. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2018–19 that was no longer active in 2019–20. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\textbf{number of students enrolled in fall 2018 – number of students who returned in fall 2019}}{\textbf{number of students enrolled in fall 2018}}$$

Retention Rates by Grade*:* The percentage of students in Texas public schools who enrolled in fall 2019 in the same grade in which they were reported for the last six-week period of the prior school year (2018–19).

$$\frac{\textbf{the number of students enrolled in the same grade from one school year to the next}}{\textbf{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2018–19*,* available from TEA*. (Data source: TSDS PEIMS 40110)*

Data Quality *(not on campus profile)*: The percentage of errors made by the district in the TSDS PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2018–19 the end of the school-start window was September 27, 2019.)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2018–19 school year}}$$

(Data source: Texas High School Equivalency Certificate Information File; TSDS PEIMS 40100, 40110, 42400, and 42500)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the "SR" prefix are not included.
- Teacher roles coded as "teacher" and/or "substitute teacher" are included.
- Only class settings coded as "regular class" are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.
  (Data source: TSDS PEIMS 30090)

Staff Information

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30090)*

Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: TSDS PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, FTE count less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix A for TSDS PEIMS Role IDs (Professional Support Staff). *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: TSDS PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: TSDS PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the TSDS PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2018–19 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\textbf{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\textbf{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20. It is calculated as the total FTE count of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20, divided by the total teacher FTE count for the fall of 2018–19. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: TSDS PEIMS 30040 and 30090)*

Staff Exclusions *(not on campus profile):* The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Data source: TSDS PEIMS 30055 and 30060)*

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis.

Teachers by Program *(population served):* The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population

types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Kindergarten Readiness

Kindergarten Readiness

This report includes kindergarten readiness data for students who were enrolled in public kindergarten and were assessed using one of the approved instruments on the Commissioner's List of Reading Instruments. *Data are shown for the district and campus at which the student attended kindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Assessed Students in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments. Students may take multiple assessments.

Eligible: Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student's status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

Eligible Students Who Attended PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK and did attend.

Eligible Students Who Did Not Attend PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK but did not attend.

Students Who Were Not Eligible for PK: Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

Students Ready for KG: Count of all assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments. Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of all kindergarten students who were assessed for kindergarten readiness.

Percent Ready: Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

$$\frac{\textbf{number of kindergarten ready students}}{\textbf{all kindergarten students who were assessed for kindergarten readiness}}$$

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Prekindergarten Effectiveness

This report includes kindergarten readiness data for students who attended public prekindergarten the prior year for at least 80 days at the age of four (as of September 1), and were assessed in kindergarten using one of the approved instruments on the Commissioner's List of Reading Instruments. *Data are shown for the district and campus at which the student attended prekindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

All PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments and attended prekindergarten (regardless of eligibility) at the age of four for at least 80 days.

Eligible: Prekindergarten (PK) students who met at least one of the public prekindergarten eligibility criteria the year before the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty, is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder.

Eligible PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments, were eligible to attend public prekindergarten, and did attend.

Students Ready for KG: Count of assessed kindergarten students who attended prekindergarten and met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments. Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of prekindergarten attendees who were assessed for kindergarten readiness.

Percent Ready: Percentage of assessed kindergarten students who attended prekindergarten and were determined to be kindergarten ready based on assessment results.

$$\frac{\textbf{number of kindergarten ready students}}{\textbf{all kindergarten students who attended prekindergarten and were assessed for kindergarten readiness}}$$

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary.* If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704.**

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings	Performance Reporting	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board	(512) 721-1800
ACT	ACT	(319) 337-1270
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Learners		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations	(512) 463-9414
Financial Standard Reports	State Funding	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
RDA Special Education Monitoring Results Status		
	Results Driven Accountability	(512) 463-9704
PEIMS (TSDS PEIMS)	PEIMS HelpLine	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance	(512) 463-9623
School Report Card	Performance Reporting	(512) 463-9704
Special Education		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations	(512) 463-9414
STAAR Administration	Student Assessment	(512) 463-9536
STAAR Scoring and Reporting	Scoring and Reporting	(512) 463-9704
STAAR Testing Contractor	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services	(512) 463-9720
Effective Schools Framework	School Improvement	(512) 463-5226
TELPAS	Student Assessment	(512) 463-9536

Comprehensive Glossary
2019–20 Texas Academic Performance Report
PEIMS Role Identifications
(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004 .....Assistant/Associate/Deputy Superintendent
027 .....Superintendent/CAO/CEO/President
061 .....Asst/Assoc/Deputy Exec Director
062 .....Component/Department Director
063 .....Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003 .....Assistant Principal
020 .....Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012 .....Instructional Officer
028 .....Teacher Supervisor
040 .....Athletic Director
043 .....Business Manager
044 .....Tax Assessor and/or Collector
045 .....Director - Personnel/Human Resources
055 .....Registrar
060 .....Executive Director

PROFESSIONAL SUPPORT STAFF

002 .....Art Therapist
005 .....Psychological Associate
006 .....Audiologist
007 .....Corrective Therapist
008 .....Counselor
011 .....Educational Diagnostician
013 .....Librarian
015 .....Music Therapist
016 .....Occupational Therapist
017 .....Certified Orientation & Mobility Specialist
018 .....Physical Therapist
019 .....Physician
021 .....Recreational Therapist
022 .....School Nurse
023 .....LSSP/Psychologist
024 .....Social Worker
026 .....Speech Therapist/Speech-Lang Pathologist
030 .....Visiting Teacher/Truant Officer
032 .....Work-Based Learning Site Coordinator
041 .....Teacher Facilitator
042 .....Teacher Appraiser
054 .....Department Head
056 .....Athletic Trainer
058 .....Other Campus Professional Personnel
064 .....Specialist/Consultant
065 .....Field Service Agent
079 .....Other ESC Professional Personnel
080 .....Other Non-Campus Professional Personnel
100 ..... Instructional Materials Coordinator
101 ..... Legal Services
102 .....Communications Professional
103 .....Research/Evaluation Professional
104 .....Internal Auditor

105 .....Security
106 .....District/Campus Information Technology Professional
107 .....Food Service Professional
108 .....Transportation
109 .....Athletics
110 .....Custodial
111 .....Maintenance
112 .....Business Services Professional
113 .....Other District Exempt Professional Auxiliary
114 .....Other Campus Exempt Professional Auxiliary

TEACHERS

087 .....Teacher
047 .....Substitute Teacher

EDUCATIONAL AIDES

033 .....Educational Aide
036 .....Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Advanced Academic Courses

- All courses shown were for the 2018–19 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES

13016700	ACCOUNTING II
13016900	STAT & BUSNESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL

Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY

A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
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 ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC

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

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

MEMORANDUM OF UNDERSTANDING

Reading Academies TEA Grant Project
Local Implementation Option

RECITALS

WHEREAS, Region 10 Education Service Center ("Region 10 ESC") serves as an Authorized Provider to conduct Reading Academies as required by House Bill 3 (2019) (the "Reading Academies");

WHEREAS, the provision of Reading Academies is being regulated by the Texas Education Agency ("TEA") with the cooperation of Region 11 Education Service Center; and

WHEREAS, to accomplish the outcome of every Kindergarten through Third Grade teacher and principal receiving Reading Academy training, TEA has published guidance in the form of letters to school districts and FAQ guidance to Education Service Centers; and

WHEREAS, the most recent guidance to Education Service Center regarding their provision of Reading Academies to school districts and is incorporated for all purposes into this MOU as if reproduced in its entirety ; and

WHEREAS, TEA states that school districts have the following three options relating to ensuring their teachers obtain Reading Academies training:

1. **Use an Authorized Provider** for Comprehensive and/or Blended training for teachers and principals.

    - District pays per participant ($3,000 for Comprehensive; $400 for Blended).

2. **Apply to be an approved Authorized Provider** and provide the training to participants.

    - As an Authorized Provider, the district would assume all costs for the training.

3. **Sign an MOU with an Authorized Provider, then employ staff to act as Cohort Leaders and provide either the Blended or Comprehensive training locally to teachers and principals.**

    - District pays a flat fee to the Authorized Provider ($10,000 per Cohort Leader for Blended; $12,000 per Cohort Leader for Comprehensive).
    - All Cohort Leaders must pass the Cohort Leader Screening; and

WHEREAS, Region 10 ESC, as an Authorized Provider, desires to comply with the guidance set forth by TEA by entering into this MOU with school districts that opt to provide Reading Academy training for their teachers and principals through Options 1 and 3 above; and

WHEREAS, Region 10 ESC and _____ (hereinafter the "District") agree that the provisions set forth in this MOU are intended to set forth the respective responsibilities of the parties

regarding the provision of Reading Academies to the District;

NOW, THEREFORE, in consideration of the mutual promises and subject to the terms and conditions set forth herein, the Parties hereto agree as follows:

I. Designation by District of Reading Academies Services to be Provided by Region 10 ESC:

The District opts for Region 10 ESC to provide Reading Academies training to the District as follows:

Use Region 10 ESC as an Authorized Provider, and District will employ staff to act as Cohort Leaders and provide either the Blended or Comprehensive training locally to teachers and principals.

II. Responsibilities of the Parties.

a. For Region 10 ESC:

1) Ensure all Cohort Leaders meet qualifications as determined by TEA.
2) Coordinate and fund travel for all Cohort Leaders.
3) Conduct program evaluation as determined by TEA.
4) Provide registration assistance, logistical support, and regional technical assistance.

b. For the District:

1) Ensure all Cohort Leaders meet the screening requirements determined by TEA and meet the following prerequisite requirements prior to being hired by the district:
    i. Have served as a reading teacher in K-3 for three or more years across career (special education, general education, or specialized reading teacher).
2) Hire Cohort Leaders and assume responsibility for providing salary and benefits.
3) Ensure all Cohort Leaders attend the Cohort Leader training provided by TEA.
4) Ensure all Cohort Leaders abide by the established participant limitations for each cohort:
    i. The leader of a Blended Cohort may manage a cohort of up to 100 participants - Blended Cohort Leaders may lead up to 3 cohorts at a time.
    ii. The leader of a Comprehensive Cohort may manage a cohort of up to 60 participants - Comprehensive Cohort Leaders may only one cohort at a time.

III. TERM OF AGREEMENT

This Agreement shall be effective on March 1, 2021, and terminate, except as provided herein, on August 31, 2023, unless sooner terminated upon 30 days prior written notice by either party or upon completion of all training by Region 10 ESC of the District's personnel (the "Term"). Upon termination hereof, each party agrees to cooperate with the other to fulfill any action required by TEA in its regulation of Reading Academies.

IV. FEES

Pay a flat fee to the Region 10 as an Authorized Provider ($10,000 per Blended Cohort Leader; $12,000 per Comprehensive Cohort Leader).

V. ADDITIONAL TERMS AND CONDITIONS.

1. **Assignments.** Neither Party may assign this Agreement without the prior written consent of the other.

2. **Entire Agreement**. This Agreement contains all of the agreement between the Parties with respect to the matters contained herein and no prior agreement or understanding pertaining to any such matters shall be effective for any purpose.

3. **Independent Contractor Status**. Each party and its people are independent contractors in relation to the other party with respect to all matters arising under this Agreement. Nothing herein shall be deemed to establish a partnership, joint venture, association, or employment relationship between the parties.

4. **Third Party Beneficiaries.** Nothing in this Agreement creates, or will be deemed to create, third party beneficiaries of or under this Agreement.

5. **Governing Law.** This Agreement shall be governed, construed, and enforced according to the laws of the State of Texas, without giving effect to principles of conflicts of laws, and the Parties agree to resolve any dispute in the state and federal courts having jurisdiction in Dallas County, Texas.

6. **Notices**. Notices sent to either party shall be effective when delivered in person or transmitted by fax machine; one (1) day after being sent by overnight courier; or two (2) days after being sent by first class mail postage prepaid, to the address or fax number, as the case may be, set forth in this Agreement. A facsimile of this Agreement and notices generated in good form by a fax machine (as well as a photocopy thereof) shall be treated as "original" documents admissible into evidence unless a document's authenticity is genuinely placed in question.

7. **Counterparts**. This Agreement and any amendment or supplement to this Agreement may be executed in two or more counterparts, each of which will constitute an original but all of which will together constitute a single instrument. Transmission by facsimile of an executed counterpart signature page hereof by a party hereto shall constitute due execution and delivery of this Agreement by such party.

8. **Sovereign Immunity.** Nothing in this Agreement shall be deemed to waive the sovereign immunity of Region 10 ESC, of the staff and employees of Region 10 ESC, or of the District.

9. **Dispute Resolution.** The Executive Director of Region 10 ESC or his/her designee and the authorized agent of the District shall resolve disputes that develop under this Agreement.

10. **Amendments.** This Agreement may not be amended, modified or changed, nor shall any waiver of any provision hereof be effective, except by an instrument in writing and signed by each of the Parties

IN WITNESS WHEREOF, for adequate consideration and intending to be legally bound, the Parties hereto have caused this AGREEMENT to be executed by their duly authorized representatives.

The individuals signing below are authorized to do so by the respective Parties to this Agreement.

FOR AND ON BEHALF OF THE DISTRICT	**FOR AND ON BEHALF OF REGION 10 ESC**
By: _____	**By:** _____
Superintendent Signature	**Authorized Signature**
_____	ASSISTANT DIRECTOR
Title	**Title**
_____	1-29-2021
Date	**Date**
_____	CHRIS GREY
District Contact Person	**Region 10 ESC Contact Person**
_____	ASSISTANT DIRECTOR
Title of Contact	**Title of Contact**
_____	400 E. SPRING VALLEY
Street Address	**Street Address**
_____	RICHARDSON, TX 75081
City, State **Zip**	**City, State** **Zip**
_____	972-348-1522
Contact's Telephone Number	**Contact's Telephone Number**

Virtual learners are expected to be present on campus to take STAAR assessments this school year. Most administrations for the 2020–2021 school year have been extended to give districts more flexibility in scheduling assessments and more opportunities to test all eligible students. Celina ISD has developed a flexible schedule for virtual students to come on campus for STAAR assessments. Celina ISD will continue to follow appropriate public health protocols during any test administration.

STAAR TESTING DAYS FOR VIRTUAL WAIVERS:

APRIL 6TH - 7TH GRADE WRITING TEST
(ALL 8TH GRADERS WILL BE VIRTUAL)
Online window April 6th-16th

MAY 4TH - 8TH ALGEBRA EOC
(ALL 7TH GRADERS & 8TH GRADERS NOT TAKING EOC WILL BE VIRTUAL)
Online window May 4th-14th

MAY 6 - 8TH GRADE SCIENCE
(ALL 7TH GRADERS WILL BE VIRTUAL)
Online window May 6th-14th

MAY 7 - 8TH GRADE SOCIAL STUDIES
(ALL 7TH GRADERS WILL BE VIRTUAL)
Online window May 7th-14th

May 11 - 6th/7th/8th Math
(All 7th and 8th graders in algebra will need to have a place to go or be virtual on this testing day)
Online window May 11th-18th

May 12 - 6th/7th/8th Reading
Online window May 12th-18th

What about High School? (waiver not needed for alternate plan)

Hybrid Instruction During District-Scheduled Testing Days for K – 8th Grade Students Waiver

SECTION I: Requirements

For students in Kindergarten through grade 8, districts may require students who are not scheduled to take an assessment to learn remotely on district-scheduled testing days in order to reduce the number of individuals on a campus at any one time and increase the number of remote students that come on campus to take the assessment.

This waiver applies for district-scheduled testing days of STAAR, TELPAS online assessments, PSAT-8, and ACT Aspire, and should be limited to a maximum of five days per administration. Districts should use other flexibility (e.g., extended windows) to ensure that this impacts the minimum number of students possible. Districts should have a communication plan in place to encourage as many remote students as possible to participate in the assessment.

All waivers will be conditionally approved upon receipt but may be subject to further review by TEA. In the event one of these testing days has already occurred, waivers can be submitted now and approvals can be granted retroactively.

SECTION II: Request

LEA Name & CDN:

How many students are learning on campus (by campus name and CDCN)?

Please fill out a section for each assessment that this will apply to on the following pages.

Resolution of the Board Regarding Wage Paymentsduring Emergency School Closings (No Premium Payment)

WHEREAS, the Board is authorized by Texas Education Code section 45.105 to expend funds of Celina School District for purposes necessary in the conductof the public schools as determined by the Board;

WHEREAS, the Board acknowledges that during an emergency closing, most District employees are instructed not to report for work;

WHEREAS, the Board finds that a need exists to address wage payments for employees who are idled;

WHEREAS, the Board determines that employees who are instructed not to report to work may suffer a loss of pay if the District is closed; and

WHEREAS, the Board concludes that continuing wage payments to all regular employees—contractual and noncontractual, salaried and non-salaried—who suffer a loss in pay due to an emergency closing serves the public purposes of maintaining morale, reducing turnover, and ensuring continuity of District staffing when schools reopen;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Celina School District authorizes continued wage payments to all regular employees—contractual and noncontractual, salaried and non-salaried—who are instructednot to report to work during an emergency closing.

The authority granted by this resolution to continue wage payments to idled employees is effective for a closure with a maximum duration of five days unless the Board takes action to authorize payment for a longer duration.

Adopted this_____(*date*) day of_____(*month*),_____(*year*), by the Board of Trustees.

_____
Presiding Officer

_____
Secretary

CELINA INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES
Minutes of Regular Meeting – January 25, 2021

Tracey Balsamo:	Present
Brooks Barr:	Present
Choc Christopher:	Present
Jeff Gravley:	Present
Chuck Hansen:	Present
Kelly Juergens:	Present via Zoom
Todd Snyder:	Present

Present: 7.

1. **CALL TO ORDER DINNER/DISCUSSION**
At 6:15 PM Todd Snyder called the Dinner Session to order.

1.A. Hubbard Trust Recognition

1.B. School Board Appreciation

1.C. Discuss Agenda Items

2. **CALL TO ORDER & ESTABLISH QUORUM**
At 7:00 PM Todd Snyder called the Regular Meeting of the Celina Independent School District Board of Trustees to order.

2.A. Pledge of Allegiance
Led by Choc Christopher

2.B. Invocation
Led by Jeff Gravley

3. **OPEN FORUM**

3.A. Comments from Visitors Who Wish to Address Board Members on Agenda or Non-Agenda Topics
No one addressed the board in Open Forum.

4. **INFORMATION/CONFIRMATION AGENDA ITEMS:**

4.A. Hubbard Trust Distribution Announcement
A donation from The Hubbard Trust in the amount of $1,104,000.00 has been distributed to Celina ISD.

4.B. Strategic Plan Update

4.C. Announce 2019-2020 School Board Continuing Education Credit Hours
All trustees have completed the continuing education credit training required by the state for the 2019-2020 school year. Due to COVID 19, this announcement was delayed per Governor's orders.

5. **SUPERINTENDENT'S REPORT**

5.A. Information / Superintendent's Update

6. **ACTION/BRIEFING AGENDA ITEMS**

6.A. Approve Middle School GMP
Motion was made by Choc Christopher and seconded by Tracey Balsamo to approve the Middle School GMP as presented.
Motion carried 6-0 with 1 abstention.

6.B. Approve Separation from Grayson County Co-op
Motion was made by Chuck Hansen and seconded by Tracey Balsamo to approve the proposed separation from Grayson County Cooperative for Special Education services, beginning in July of 2021.
Motion carried 7-0

6.C. Approve Proposed Pay for Substitutes
Motion was made by Tracey Balsamo and seconded by Choc Christopher to approve the proposed pay increase for substitutes.
Motion carried 7-0

6.D. Approved 2021-2022 School Calendar
Motion was made by Brooks Barr and seconded by Jeff Gravley to approve the 2021-2022 School Calendar as presented.
Motion carried 7-0

6.E. Approve Policy Update / LDU 116:
CQB(LOCAL): TECHNOLOGY RESOURCES - CYBERSECURITY
DCD(LOCAL): EMPLOYMENT PRACTICES - AT-WILL EMPLOYMENT
FFAC(LOCAL): WELLNESS AND HEALTH SERVICES - MEDICAL TREATMENT
GKA(LOCAL): COMMUNITY RELATIONS - CONDUCT ON SCHOOL PREMISES
Motion was made by Choc Christopher and seconded Tracey Balsamo to approve Local Policy Update 116.
Motion carried 7-0

6.F. Order May 1, 2021 Trustee Election
Motion was made by Jeff Gravley and seconded by Chuck Hansen to order the Trustee Election for the May 1, 2021 General Election.
Motion carried 7-0

7. **CLOSED MEETING-**
Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee.

DRAFT

Pursuant to Texas Government Code Section 551.072, deliberation regarding the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person.

Pursuant to Texas Government Code Section 551.089, deliberation regarding security devices or security audits. (1) Security assessments or deployments relating to information resources technology; (2) network security information as described by Section 2059.055 (b); or (3) the deployment, or specific occasions for implementation, of security personnel, critical infrastructure, or security devices.
At 7:59 PM Todd Snyder adjourned to Executive Session.

7.A. Personnel

7.A.1. Superintendent Evaluation

7.B. Real Property

7.C. Safety and Security

8. **RECONVENE - Open meeting to vote on matters considered in closed session in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, to take action necessary regarding personnel.**
At 9:27 PM the board reconvened to open session.

9. **ACTION TAKEN ON ITEMS DISCUSSED IN CLOSED SESSION**
No action was taken in Executive Session.

10. **CONSENT/CONFIRMATION AGENDA ITEMS**
Motion was made by Chuck Hansen and seconded by Tracey Balsamo to approve the Minutes of the December 8, 2020 Facilities Committee Meeting and the December 14, 2020 Regular Board Meeting, as well as the monthly cash distributions, cash balance, investment report, and the Hubbard Trust donation.
Motion carried 7-0

10.A. Minutes of the December 8, 2020 Facilities Committee Meeting and the December 14, 2020 Regular Meeting.

10.B. Monthly Cash Distributions/Cash Balance/Investment Report/Budget Amendments/Donations

11. **ADJOURNMENT**
Motion was made by Chuck Hansen and seconded by Brooks Barr to adjourn the meeting.
Motion carried 7-0

The meeting adjourned at 9:29 PM.

_____ _____

PRESIDENT SECRETARY

DRAFT

DRAFT

CELINA INDEPENDENT SCHOOL DISTRICT
GENERAL FUND (INCLUDES ATHLETIC, OPERATING)
MONTHLY FINANCIAL REPORT
JANUARY 31, 2021

		AMENDED BUDGET	RECEIVED TO DATE	REMAINING	PERCENT REMAINING
REVENUES:					
5700	OTHER LOCAL REVENUE	$ 1,490,542.00	$ 1,381,501.33	$ 109,040.67	7.32%
5711	PROPERTY TAXES, CURRENT YEAR	$ 17,674,047.00	$ 14,262,395.02	$ 3,411,651.98	19.30%
5712	PROPERTY TAXES, PRIOR YEAR	$ 350,000.00	$ 106,801.38	$ 243,198.62	69.49%
5719	PENALTY & INTEREST	$ 175,000.00	$ 42,352.44	$ 132,647.56	75.80%
5800	STATE PROGRAM REVENUES	$ 11,522,998.00	$ 7,371,124.87	$ 4,151,873.13	36.03%
5900	FEDERAL PROGRAM REVENUE	$ 128,800.00		$ 128,800.00	100.00%
7900	OTHER REVENUE IF NEEDED	$ 522,025.00		$ 522,025.00	0.00%
	TOTAL REVENUES	$ 31,863,412.00	$ 23,164,175.04	$ 8,699,236.96	27.30%

		AMENDED BUDGET	EXPENDED TO DATE	REMAINING	PERCENT REMAINING
EXPENDITURES:					
11	INSTRUCTION	$ 17,663,976.00	$ 9,774,327.65	$ 7,889,648.35	44.67%
12	LIBRARY SERVICES	$ 302,794.00	$ 145,598.95	$ 157,195.05	51.91%
13	CURRICULUM	$ 427,075.00	$ 269,067.01	$ 158,007.99	37.00%
21	INSTRUCTIONAL LEADERSHIP	$ 65,650.00	$ 37,660.36	$ 27,989.64	42.63%
23	SCHOOL ADMIMISTRATION	$ 2,117,803.00	$ 1,227,950.15	$ 889,852.85	42.02%
31	GUIDANCE AND COUNSELING	$ 812,273.00	$ 550,603.51	$ 261,669.49	32.21%
33	HEALTH SERVICES	$ 293,296.00	$ 216,857.06	$ 76,438.94	26.06%
34	PUPIL TRANSPORTATION	$ 1,406,167.00	$ 867,176.27	$ 538,990.73	38.33%
36	EXTRA CURRICULAR ACTIVITIES	$ 1,308,694.85	$ 851,875.05	$ 456,819.80	34.91%
41	GENERAL ADMINISTRATION	$ 1,484,766.00	$ 956,364.95	$ 528,401.05	35.59%
51	PLANT MAINTENANCE & OPERATIC	$ 3,270,158.00	$ 2,006,292.68	$ 1,263,865.32	38.65%
52	SECURITY & MONITORING	$ 401,529.00	$ 202,304.03	$ 199,224.97	49.62%
53	DATA PROCESSING	$ 605,667.00	$ 382,041.43	$ 223,625.57	36.92%
71	DEBT SERVICE	$ 699,890.00	$ 597,896.64	$ 101,993.36	14.57%
81	FACILITY IMPROVEMENT	$ 45,770.00	$ 2,012.84	$ 43,757.16	95.60%
93	PAYMENT TO FISCAL AGENTS	$ 858,000.00	$ 394,821.84	$ 463,178.16	53.98%
95	PAYMENT TO JJAEP	$ 16,000.00		$ 16,000.00	100.00%
99	TAX APPRAISAL	$ 150,000.00	$ 85,823.09	$ 64,176.91	42.78%
	TRANSFER TO CONST/FOOD SER\	$ -	$ -	$ -	0.00%
	TOTAL EXPENDITURES	$ 31,929,508.85	$ 18,568,673.51	$ 13,360,835.34	41.84%

CELINA INDEPENDENT SCHOOL DISTRICT
FOOD SERVICE FUND 240
MONTHLY FINANCIAL REPORT
AS OF
JANUAYR 31, 2021

		AMENDED BUDGET	RECEIVED TO DATE	REMAINING	PERCENT REMAINING
REVENUES:					
5751	REVENUE FROM MEALS SERVED	$ 645,524.00	$ 211,114.79	$ 434,409.21	67.30%
5800	STATE REVENUE	$ 37,104.00	$ 17,205.45	$ 19,898.55	53.63%
5900	NATL CHILD NUTRITION	$ 390,919.00	$ 101,446.29	$ 289,472.71	74.05%
7900	DUE FROM OPERATING	$ -	$ -	$ -	
	TOTAL REVENUES	$ 1,073,547.00	$ 329,766.53	$ 743,780.47	69.28%

		AMENDED BUDGET	EXPENDED TO DATE	REMAINING	PERCENT REMAINING
EXPENDITURES:					
35	FOOD SERVICES	$ 1,073,547.00	$ 524,477.70	$ 549,069.30	51.15%

CELINA INDEPENDENT SCHOOL DISTRICT
INTEREST AND SINKING FUND 599
MONTHLY FINANCIAL REPORT
AS OF
JANUARY 31, 2021

		AMENDED BUDGET	RECEIVED TO DATE	REMAINING	REMAINING
REVENUES:					
5700	TAXES CURRENT YEAR	$ 9,038,283.00	$ 7,240,496.61	$ 1,797,786.39	19.89%
5700	TAXES PRIOR YEAR	$ 200,000.00	$ 47,866.15	$ 152,133.85	76.07%
5700	PENALTY AND INTEREST	$ 85,000.00	$ 14,358.42	$ 70,641.58	83.11%
5700	LOCAL REVENUE	$ 35,000.00	$ 10,186.62	$ 24,813.38	70.90%
5800	STATE REVENUE EDA/IFA	$ -	$ 67,758.00	$ (67,758.00)	0.00%
7900	BOND PROCEEDS/PREMIUMS	$ 2,666,695.00	$ 2,666,694.56	$ 0.44	0.00%
	TOTAL REVENUES	$ 12,024,978.00	$ 10,047,360.36	$ 1,977,617.64	16.45%

		AMENDED BUDGET	EXPENDED TO DATE	REMAINING	REMAINING
EXPENDITURES:					
6511	BOND PRINCIPAL	$ 2,259,551.00	$ 2,259,550.75	$ 0.25	0.00%
6521	BOND INTEREST	$ 7,088,732.00	$ 3,301,455.51	$ 3,787,276.49	53.43%
6599	OTHER DEBT SERVICE FEES	$ 10,000.00	$ 4,100.00	$ 5,900.00	59.00%
6599	BOND SALE FEES	$ 213,500.00	$ 212,965.00	$ 535.00	0.00%
8900	FLOW THRU	$ 968,400.00	$ 968,400.00	$ -	
	TOTAL EXPENDITURES	$ 10,540,183.00	$ 6,746,471.26	$ 3,793,711.74	35.99%

Budgeted/Expended Comparison Summary
JANUARY, 2021

	Original Budget	Amended Budget	Total Expended YTD	Current Month Expenditure	Encumbered	Balance	% Available to Use
Funds 181-191-199 General Operating							
11 Instruction							
6100 Payroll Costs	16,583,589.00	16,577,379.00	9,248,773.48	1,455,574.15	0.00	7,328,605.52	44.21%
6200 Professional Service	567,900.00	567,900.00	230,441.76	33,908.37	604.29	336,853.95	59.32%
6300 Supplies and Materi	389,361.00	406,590.00	232,702.23	29,154.14	28,883.26	145,004.51	35.66%
6400 Other Operating	84,418.00	78,899.00	16,441.13	1,364.02	471.85	61,986.02	78.56%
6600 Capital Outlay	38,708.00	33,208.00	15,951.57	0.00	58.08	17,198.35	51.79%
Total Instruction	17,663,976.00	17,663,976.00	9,744,310.17	1,520,000.68	30,017.48	7,889,648.35	44.67%
12 Library							
6100 Payroll Costs	228,404.00	228,404.00	129,834.78	20,225.67	0.00	98,569.22	43.16%
6200 Professional Service	4,511.00	4,511.00	2,523.00	0.00	0.00	1,988.00	44.07%
6300 Supplies and Materi	9,825.00	9,825.00	3,722.41	690.67	486.36	5,616.23	57.16%
6400 Other Operating	14,329.00	14,329.00	0.00	0.00	0.00	14,329.00	100.00%
6600 Capital Outlay	45,725.00	45,725.00	8,698.00	714.00	334.40	36,692.60	80.25%
Total Library	302,794.00	302,794.00	144,778.19	21,630.34	820.76	157,195.05	51.91%
13 Curriculum							
6100 Payroll Costs	269,429.00	269,429.00	155,369.70	20,280.32	0.00	114,059.30	42.33%
6200 Contracted Services	102,761.00	101,533.00	79,464.80	0.00	0.00	22,068.20	21.74%
6300 Supplies and Materi	39,500.00	35,458.00	21,435.20	1,074.00	679.97	13,342.83	37.63%
6400 Other Operating	15,385.00	14,005.00	5,467.34	0.00	0.00	8,537.66	60.96%
6600 Capital Outlay		6,650.00	6,650.00	0.00	0.00	0.00	0.00%
Total Library	427,075.00	427,075.00	268,387.04	21,354.32	679.97	158,007.99	37.00%
21 Instructional Leadership							
6100 Payroll Costs	65,650.00	65,650.00	37,660.36	5,064.94	0.00	27,989.64	42.63%
Total Inst Leadershi	65,650.00	65,650.00	37,660.36	5,064.94	0.00	27,989.64	42.63%
23 School Leadership							
6100 Payroll Costs	2,092,254.00	2,092,254.00	1,220,104.68	153,078.50	0.00	872,149.32	41.68%
6200 Professional Service	3,000.00	3,000.00	1,980.00	285.26	0.00	1,020.00	34.00%
6300 Supplies and Materi	7,914.00	9,414.00	1,997.15	235.00	863.78	6,553.07	69.61%
6400 Other Operating	12,250.00	10,750.00	2,443.45	174.80	0.00	8,306.55	77.27%
6600 Capital Outlay	2,385.00	2,385.00	275.09	0.00	286.00	1,823.91	76.47%
Total School Leader	2,117,803.00	2,117,803.00	1,226,800.37	153,773.56	1,149.78	889,852.85	42.02%

Funds 181-191-199 General Operating							
31 Guidance & Counseling							
6100 Payroll Costs	796,083.00	796,083.00	545,603.90	70,564.61	0.00	250,479.10	31.46%
6200 Professional Service	7,000.00	7,000.00	3,500.00	0.00	0.00	3,500.00	50.00%
6300 Supplies and Materi	5,740.00	5,740.00	1,331.74	273.77	167.87	4,240.39	73.87%
6400 Other Operating	2,950.00	2,950.00	0.00	0.00	0.00	2,950.00	100.00%
6600 Capital Outlay	500.00	500.00	0.00	0.00	0.00	500.00	100.00%
Total Counseling	812,273.00	812,273.00	550,435.64	70,838.38	167.87	261,669.49	32.21%
33 Health Services							
6100 Payroll Costs	277,746.00	277,746.00	209,423.34	33,510.11	0.00	68,322.66	24.60%
6200 Professional Service	0.00	0.00	0.00		0.00	0.00	0.00%
6300 Supplies and Materi	12,750.00	12,750.00	5,551.72	913.85	849.00	6,349.28	49.80%
6400 Other Operating	1,800.00	1,800.00	957.00	0.00	0.00	843.00	46.83%
6600 Capital Outlay	1,000.00	1,000.00	76.00	0.00	0.00	924.00	92.40%
Total Health Service	293,296.00	293,296.00	216,008.06	34,423.96	849.00	76,438.94	26.06%
34 Pupil Transportation							
6100 Payroll Costs	1,171,617.00	1,171,617.00	748,819.56	99,477.18	0.00	422,797.44	36.09%
6200 Professional Service	20,500.00	20,500.00	15,927.64	2,551.59	1,840.37	2,731.99	13.33%
6300 Supplies and Materi	183,050.00	183,050.00	91,737.93	7,322.31	4,875.77	86,436.30	47.22%
6400 Other Operating	31,000.00	31,000.00	2,755.00	1,000.00	1,220.00	27,025.00	87.18%
6600 Capital Outlay		0.00	0.00	0.00	0.00	0.00	0.00%
Total Pupil Transpor	1,406,167.00	1,406,167.00	859,240.13	110,351.08	7,936.14	538,990.73	38.33%
36 Extra Curricular-Athletics							
6200 Professional Service	83,260.00	85,469.00	60,999.73	11,415.08	2,150.00	22,319.27	26.11%
6300 Supplies and Materi	118,090.00	185,014.37	128,224.50	10,938.79	24,048.24	32,741.63	17.70%
6400 Other Operating	67,300.00	68,588.48	36,732.22	5,345.52	1,958.53	29,897.73	43.59%
6600 Capital Outlay	2,500.00	2,500.00	0.00	0.00	0.00	2,500.00	100.00%
Total Extra Curricul	271,150.00	341,571.85	225,956.45	27,699.39	28,156.77	87,458.63	25.60%
36 Extra Curricular							
6100 Payroll Costs	778,408.00	778,408.00	467,150.91	67,659.31	0.00	311,257.09	39.99%
6200 Professional Service	60,000.00	60,000.00	48,775.54	(1,237.36)	0.00	11,224.46	18.71%
6300 Supplies and Materi	24,405.00	24,405.00	10,734.41	260.82	2,051.68	11,618.91	47.61%

6400 Other Operating	104,310.00	104,310.00	68,449.30	408.00	599.99	35,260.71	33.80%
6600 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Total Extra Curricul	967,123.00	967,123.00	595,110.16	67,090.77	2,651.67	369,361.17	38.19%

Funds 181-191-199 General Operating

41 General Administration

6100 Payroll Costs	1,229,066.00	1,229,066.00	806,316.66	82,665.90	0.00	422,749.34	34.40%
6200 Professional Service	132,000.00	132,000.00	90,260.40	3,742.70	11,428.00	30,311.60	22.96%
6300 Supplies and Materi	18,500.00	18,500.00	10,018.69	404.60	0.00	8,481.31	45.84%
6400 Other Operating	105,200.00	105,200.00	27,413.52	729.25	10,927.68	66,858.80	63.55%
6600 Capital Outlay							
Total General Admir	1,484,766.00	1,484,766.00	934,009.27	87,542.45	22,355.68	528,401.05	35.59%

51 Plant Maintenance

6100 Payroll Costs	1,625,427.00	1,625,427.00	1,036,480.75	126,520.53	0.00	588,946.25	36.23%
6200 Professional Service	1,102,231.00	1,102,231.00	712,274.51	92,242.65	0.00	389,956.49	35.38%
6300 Supplies and Materi	289,000.00	289,000.00	255,566.49	18,744.29	0.00	33,433.51	11.57%
6400 Other Operating	242,500.00	242,500.00	1,970.93	55.00	0.00	240,529.07	99.19%
6600 Captl Outly	11,000.00	11,000.00	0.00	0.00	0.00	11,000.00	100.00%
Total Plant Mainten	3,270,158.00	3,270,158.00	2,006,292.68	237,562.47	0.00	1,263,865.32	38.65%

52 Security and Monitoring

6100 Payroll Costs	269,954.00	269,954.00	163,422.65	17,614.65	0.00	106,531.35	39.46%
6200 Professional Service	81,375.00	74,875.00	28,355.04	4,805.93	849.00	45,670.96	61.00%
6300 Supplies and Materi	24,700.00	24,700.00	3,339.34	315.85	0.00	21,360.66	86.48%
6400 Other Operating	11,000.00	17,500.00	3,388.00	488.00	168.00	13,944.00	79.68%
6600 Capital Outlay	14,500.00	14,500.00	2,782.00	0.00	0.00	11,718.00	80.81%
Total Security	401,529.00	401,529.00	201,287.03	23,224.43	1,017.00	199,224.97	49.62%

53 Data Processing

6100 Payroll Costs	360,409.00	360,409.00	215,658.96	28,817.05	0.00	144,750.04	40.16%
6200 Professional Service	171,658.00	171,658.00	119,474.51	6,023.49	0.00	52,183.49	30.40%
6300 Supplies and Materi	60,100.00	60,100.00	40,493.13	(13,673.55)	2,404.58	17,202.29	28.62%
6400 Other Operating	13,500.00	13,500.00	4,010.25	478.00	0.00	9,489.75	70.29%
6600 Capital Outlay							
Total Data Processir	605,667.00	605,667.00	379,636.85	21,644.99	2,404.58	223,625.57	36.92%

71 Debt Service

6500 Debt Service	699,890.00	699,890.00	597,896.64	0.00	0.00	101,993.36	14.57%
Total Debt Service	699,890.00	699,890.00	597,896.64	0.00	0.00	101,993.36	14.57%

Funds 181-191-199 General Operating

81 Facilities and Acquisition

6600 Capital Outlay	45,770.00	45,770.00	2,012.84	0.00	0.00	43,757.16	95.60%
Total Facilities	45,770.00	45,770.00	2,012.84	0.00	0.00	43,757.16	95.60%

93 Payment to Fiscal Agent

6400 Other Operating	858,000.00	858,000.00	394,821.84	0.00	0.00	463,178.16	53.98%
Total Fiscal Agent	858,000.00	858,000.00	394,821.84	0.00	0.00	463,178.16	53.98%

95 Payment to JJAEP

6400 Other Operating	16,000.00	16,000.00	0.00	0.00	0.00	16,000.00	100.00%
Total Fiscal Agent	16,000.00	16,000.00	0.00	0.00	0.00	16,000.00	100.00%

99 Other Govt Charges

6200 Contracted Services	150,000.00	150,000.00	85,823.09	0.00	0.00	64,176.91	42.78%
Total Oter Govt Chg	150,000.00	150,000.00	85,823.09	0.00	0.00	64,176.91	42.78%

8900 TRANSFERS OUT	0.00	0.00	0.00	0.00	0.00	0.00	
Total Trans Out	0.00	0.00	0.00	0.00	0.00	0.00	
Total General Oper.	$ 31,859,087.00	$ 31,929,508.85	$ 18,470,466.81	$ 2,402,201.76	$ 98,206.70	$ 13,360,835.34	41.84%

Fund 240 Food Service

35 Food Service

6100 Payroll Costs	618,416.00	618,416.00	389,800.30	56,626.13	0.00	228,615.70	36.97%
6200 Professional Service	69,298.00	69,298.00	7,711.45	1,160.75	0.00	61,586.55	88.87%
6300 Supplies and Materi	377,833.00	377,833.00	121,545.45	16,087.32	0.00	256,287.55	67.83%
6400 Other Operating	8,000.00	8,000.00	5,420.50	0.00	0.00	2,579.50	32.24%
6600 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Total Food Service	1,073,547.00	1,073,547.00	524,477.70	73,874.20	0.00	549,069.30	51.15%

Fund 599 Debt Service

71 Debt Service

6500 Debt Service							
Payments to Bond A	9,358,283.00	9,571,783.00	5,778,071.26	0.00	0.00	3,793,711.74	39.63%
8900 Debt Service							
Bond Refunding	968,400.00	968,400.00	968,400.00	-		0.00	
Total Debt Service	10,326,683.00	10,540,183.00	6,746,471.26	0.00	0.00	3,793,711.74	35.99%

Celina Independent School District
Investment Statement
2020-2021

		November, 2020 Actual	December, 2020 Actual	January, 2021 Actual
Construction Account				
Logic Acct Closed June, 2016				
2018 Bond Acct. Closed June '20				
Construction Acct Closed June '20				
2020 Bond Program Sale #2				
Beginning Cash Balance at Ind Bank	$	40,049,444.73	40,067,549.28	40,086,265.76
Deposits - Transfers In	$	-	-	-
Interest Earned	$	18,104.55	18,716.48	18,725.23
Transfers out	$	-	-	-
Ending Cash Balance at Ind Bank	**$**	**40,067,549.28**	**40,086,265.76**	**40,104,990.99**
2019 Bond Program Sale #1				
Beginning Cash Balance at Ind Bank	$	7,338,705.41	6,405,493.76	6,303,017.64
Deposits - Transfers In Bonds Sold	$			
Interest Earned	$	3,087.50	3,269.87	2,839.23
Expenditures	$	(936,299.15)	(105,745.99)	(356,623.55)
Ending Cash Balance at Ind Bank	**$**	**6,405,493.76**	**6,303,017.64**	**5,949,233.32**
General Operating				
Beginning Cash Balance at Texpool	$	3,341,426.88	3,341,764.97	3,342,022.95
Deposits - Transfers In	$	-	-	-
Interest Earned	$	338.09	257.98	224.93
Transfers out	$	-	-	-
Ending Cash Balance at Texpool	**$**	**3,341,764.97**	**3,342,022.95**	**3,342,247.88**
Beginning MMA - Independent Bank-Operating	$	2,051,902.43	2,052,827.46	2,053,783.77
Deposits - Transfers In	$	-	-	-
Interest Earned	$	925.03	956.31	959.37
Transfers out	$	-	-	-
Ending MMA - Independent Bank	**$**	**2,052,827.46**	**2,053,783.77**	**2,054,743.14**
Beginning Cash Balance at Ind Bank	$	3,055,320.06	2,421,023.64	9,452,341.42
Deposits	$	2,385,362.65	9,617,389.57	4,998,608.09
Interest Earned	$	1,185.12	1,421.62	5,291.99
Expenditures	$	(3,020,844.19)	(2,587,493.41)	(2,261,727.24)
Ending Cash Balance Gen Oper.	**$**	**2,421,023.64**	**9,452,341.42**	**12,194,514.26**
Interest and Sinking				
Beginning Cash Balance at Texpool	$	4,607,239.46	4,607,705.61	4,608,061.36
Deposits - Transfers In	$	-	-	-
Interest Earned	$	466.15	355.75	310.18
Transfers out	$	-	-	-
Ending Cash Balance at Texpool	**$**	**4,607,705.61**	**4,608,061.36**	**4,608,371.54**

Celina Independent School District
Investment Statement
2020-2021

Interest and Sinking Cont.				
Beginning Cash Balance at Ind Bank	$	177,786.16	716,402.09	5,432,140.37
Deposits	$	538,397.35	4,715,734.91	1,905,931.69
Interest Earned	$	218.58	753.37	2,952.38
Expenditures/Transfers Out	$	-	(750.00)	
Ending Cash Balance at Ind Bank	**$**	**716,402.09**	**5,432,140.37**	**7,341,024.44**
Beginning MMA - Independent Bank-I & S	$	102,599.46	102,645.71	102,693.53
Deposits - Transfers In	$	-	-	-
Interest Earned	$	46.25	47.82	47.97
Transfers out	$	-	-	-
Ending MMA - Independent Bank	**$**	**102,645.71**	**102,693.53**	**102,741.50**

This report is presented in accordance with the Texas Government Code Title 10 Section 2256.023. The below signed hereby certify that, to the best of their knowledge on the date this report was created, Celina ISD is in compliance with the provisions of Government Code 2256 and with the policies and strategies of Celina ISD.

Dr. Tom Magliscau, Investment Officer

Amber Pennell, Investment Designee

RATE INFORMATION

INDEPENDENT BANK: NOW checking account rate is based on current market conditions and movement of interest rates. Accounts have a floor rate of 0.50%.

January, 2021

TEXPOOL INVESTMENT POOL - January, 2021

INTEREST RATE:	.1192
ALLOCATION FACTOR:	0.000003267
AVERAGE MONTHLY POOL BALANCE:	26,478,935,399.51
WEIGHTED AVERAGE MATURITY:	37
BOOK VALUE	28,137,015,628.67
MARKET VALUE	28,141,440,235.55
MARKET VALUE PER SHARE:	1.000170
NUMBER OF PARTICIPANTS	2641

TEXPOOL PORTFOLIO ASSET SUMMARY AS OF January, 2021

	BOOK VALUE	MARKET VALUE
Uninvested Balance	(429.12)	(429.12)
Accrual of Interet Income	10,773,126.44	10,773,126.44
Interest and Management Fees Payable	(1,772,770.16)	(1,772,770.16)
Payable for Investment Purchased	(256,227,476.65)	(256,227,476.65)
Accrued Expenses & Taxes	(211,160.18)	(211,160.18)
Repurchase Agreements	8,410,276,406.00	8,410,276,406.00
Mutual Fund Investments	3,671,074,000.00	3,671,074,000.00
Government Securities	5,382,848,866.76	5,386,257,478.20
US Treasury Inflation Protected Securities	0.00	0.00
US Treasury Bills	8,671,233,689.93	8,671,703,945.15
US Treasury Notes	2,249,021,375.65	2,249,567,115.88
Total	28,137,015,628.67	28,141,440,235.55

Celina Independent School District
Operating Cash Flow
2020 - 2021

		November 2020 Actual	December 2020 Actual	January 2021 Actual
Beginning Cash Balance	$	3,055,320.06	2,421,023.64	9,452,341.42
RECEIPTS				
Tax Collections	$	1,060,481.49	9,147,447.00	3,755,016.65
Interest	$	1,185.12	1,421.62	5,291.99
Other Local Revenue	$	28,333.10	22,452.64	1,129,151.80
State Revenue - Available School	$	123,126.00	124,702.00	38,490.00
State Revenue -Foundation	$	1,096,225.00	222,137.00	0.00
State Revenue - Prior Year	$			
State Revenue - Misc	$			
Federal Program Revenue	$	32,257.71	49,954.12	25,000.00
Breakfast/Lunch Revenue - Local/Fed	$	44,939.35	50,696.81	50,949.64
Transfers From Texpool	$	0.00	0.00	0.00
Total Revenue	**$**	**2,386,547.77**	**9,618,811.19**	**5,003,900.08**
DISBURSEMENTS				
Payroll Net Checks	$	-1,996,151.87	-1,360,054.47	-1,324,659.84
Payroll Deductions	$	-79,554.67	-82,388.83	-79,426.54
TRS Deposit	$	-393,533.37	-398,747.33	-396,281.07
IRS Deposit	$	-208,119.20	-166,952.81	-158,537.89
Total Payroll	**$**	***-2,677,359.11***	***-2,008,143.44***	***-1,958,905.34***
Transfers to Texpool	$			
Transfer to Ind Bank MMA	$			
Account Payable Expenditures	$	-343,485.08	-579,349.97	-302,821.90
Total Expenditures	**$**	**-3,020,844.19**	**-2,587,493.41**	**-2,261,727.24**
Net Change in Cash	$	-634,296.42	7,031,317.78	2,742,172.84
Ending Cash Balance	**$**	**2,421,023.64**	**9,452,341.42**	**12,194,514.26**
Beginning Cash Balance at Texpool	$	3,341,426.88	3,341,764.97	3,342,022.95
Deposits - Transfers In	$			
Interest Earned	$	338.09	257.98	224.93
Transfers out	$	0.00	0.00	0.00
Ending Cash Balance at Texpool	**$**	***3,341,764.97***	***3,342,022.95***	***3,342,247.88***
Beginnin Cash Balance-Ind Bank MMA		2,051,902.43	2,052,827.46	2,053,783.77
Deposits - Transfer In				
Interest Earned		925.03	956.31	959.37
Transfers out				
Ending Cash Balance-Ind Bank MMA		**2,052,827.46**	**2,053,783.77**	**2,054,743.14**
TOTAL CASH AVAILABLE	$	**7,815,616.07**	**14,848,148.14**	**17,591,505.28**

Celina Independent School District
Interest and Sinking Cash Flow
2020 - 2021

		November 2020 Actual	December 2020 Actual	January 2021 Actual
Beginning Cash Balance-Independent Bk	$	177,786.16	716,402.09	5,432,140.37
RECEIPTS				
Tax Collections	$	538,397.35	4,715,734.91	1,905,931.69
Interest	$	218.58	753.37	2,952.38
Transfer from Texpool	$	0.00	0.00	0.00
State Revenue - IFA	$	0.00	0.00	0.00
Total Revenue	**$**	**538,615.93**	**4,716,488.28**	**1,908,884.07**
DISBURSEMENTS				
Bond Payments	$	0.00	750.00	0.00
Transfers to Texpool	$	0.00	0.00	0.00
Transfers to MMA Independent Bank		0.00	0.00	0.00
Total Expenditures	**$**	**0.00**	**750.00**	**0.00**
Net Change in Cash		538,615.93	4,715,738.28	1,908,884.07
Ending Cash Balance - Independent Bk	**$**	**716,402.09**	**5,432,140.37**	**7,341,024.44**
Beginning Cash Balance at Texpool	$	4,607,239.46	4,607,705.61	4,608,061.36
Deposits - Transfers In/Int Sale of Bond	$	0.00	0.00	0.00
Interest Earned	$	466.15	355.75	310.18
Transfers out	$	0.00	0.00	0.00
Ending Cash Balance at Texpool	**$**	**4,607,705.61**	**4,608,061.36**	**4,608,371.54**
Independent Bank - MMA Investment				
Beginning Balance		102,599.46	102,645.71	102,693.53
Deposits		0.00	0.00	0.00
Interest		46.25	47.82	47.97
Transfers out		0.00	0.00	0.00
Ending Cash Balance - Ind Bank MMA		**102,645.71**	**102,693.53**	**102,741.50**
TOTAL CASH AVAILABLE	$	**5,426,753.41**	**10,142,895.26**	**12,052,137.48**

Celina Independent School District
2020 BOND SALE #2
2020 - 2021

	November, 2020 Actual	December, 2020 Actual	January, 2021 Actual
Beginning Cash Balance	$ 40,049,444.73	$ 40,067,549.28	$ 40,086,265.76
Independent Bank			
RECEIPTS			
Interest	$ 18,104.55	$ 18,716.48	$ 18,725.23
Sale of Bonds			
Transfers from Texpool			
Transfers from Logic	$		
Accounts Payable			
Total Revenue	**$ 18,104.55**	**$ 18,716.48**	**$ 18,725.23**
DISBURSEMENTS			
Transfers to Texpool/Logic	$		
Construction Payables	$ -	$ -	$ -
Total Expenditures	**$ -**	**$ -**	**$ -**
Net Change in Cash	$ 18,104.55	$ 18,716.48	$ 18,725.23
Ending Cash Balance	**$ 40,067,549.28**	**$ 40,086,265.76**	**$ 40,104,990.99**

Celina Independent School District
2019 BOND SALE #1
2020 - 2021

	November, 2020 Actual	December, 2020 Actual	January, 2021 Actual
Beginning Cash Balance	$ 7,338,705.41	$ 6,405,493.76	$ 6,303,017.64
Independent Bank			
RECEIPTS			
Interest	$ 3,087.50	$ 3,269.87	$ 2,839.23
Sale of Bonds			
Transfers from Texpool			
Transfers from Logic	$		
Accounts Payable			
Total Revenue	**$ 3,087.50**	**$ 3,269.87**	**$ 2,839.23**
DISBURSEMENTS			
Transfers to Texpool/Logic	$		
Construction Payables	$ (936,299.15)	$ (105,745.99)	$ (356,623.55)
Total Expenditures	**$ (936,299.15)**	**$ (105,745.99)**	**$ (356,623.55)**
Net Change in Cash	$ (933,211.65)	$ (102,476.12)	$ (353,784.32)
Ending Cash Balance	**$ 6,405,493.76**	**$ 6,303,017.64**	**$ 5,949,233.32**