

ROBERTO BOBBY BARRERA EL STEM MAGNET

Campus Improvement Plan

2021/2022

Falcons: Soaring To New Heights!

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Date Reviewed:

Date Approved:

ROBERTO BOBBY BARRERA EL STEM MAGNET

Mission

Our STEM school provides the foundation to encourage students to become curious and critical thinkers that will engage in developing multiple solutions to real world problems to benefit society and their future.

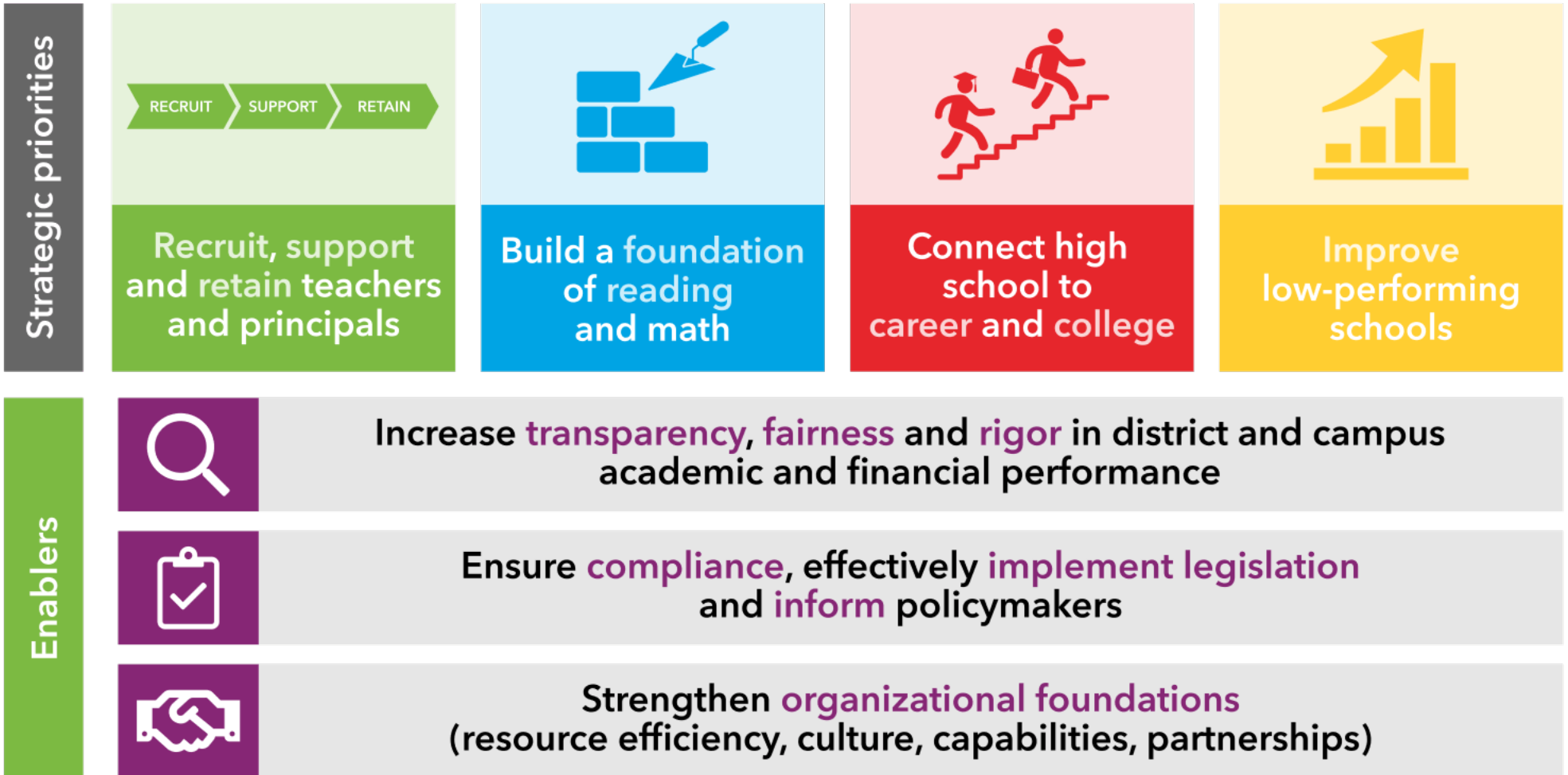
Vision

RBB Elementary STEM Magnet school is small community where every student at our campus will be prepared to flourish as global citizen.

Nondiscrimination Notice

ROBERTO BOBBY BARRERA EL STEM MAGNET does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

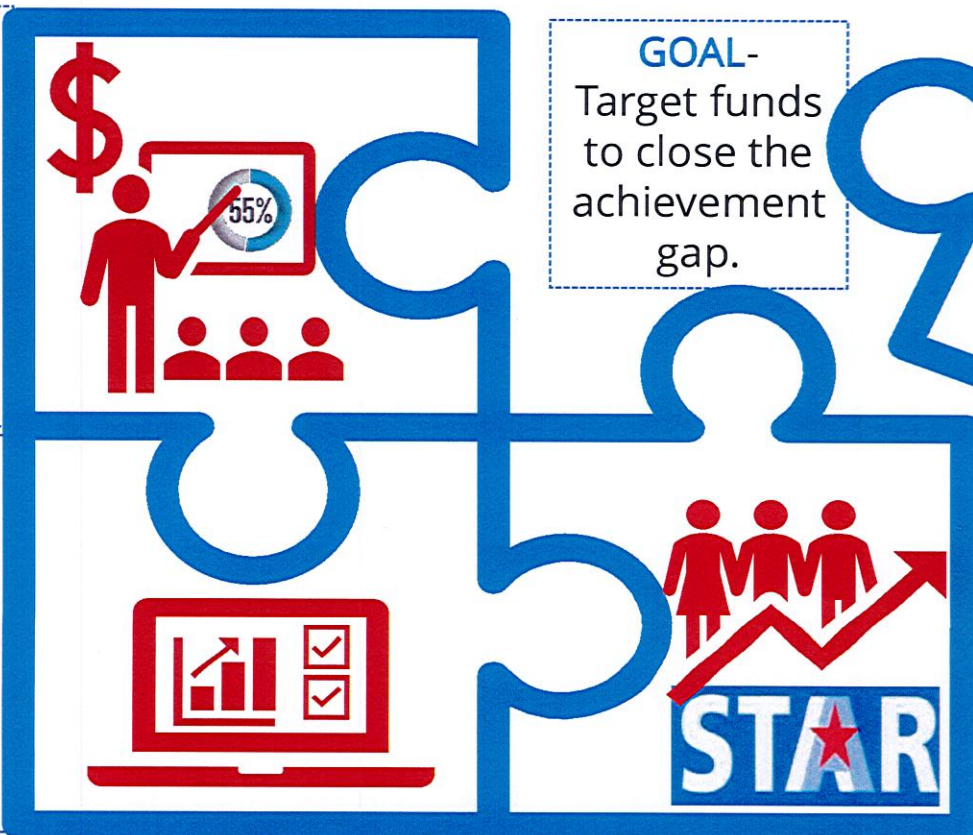
State Compensatory Education Program

STATE FUNDS for supplemental programs and services to support at-risk and educationally disadvantaged students

ANALYSIS of the school's CNA - to identify the priority needs and direction for the SCE program

GOAL- Target funds to close the achievement gap.

PURPOSE - to increase academic achievement and reduce the drop-out rate.



TEC, §29.081

TEC, §48.104



**adapted from TEA State Compensatory Education*

ROBERTO BOBBY BARRERA EL STEM MAGNET Site Base

Name	Position
James, Vanessa	Fifth Grade Teacher
Nunez, Sheila	Kinder Teacher
Weatherly, Kelley	Kinder Teacher
Scott, Priscilla	Third Grade Teacher
Hudgins, Maria	Principal
Reed, Andrea	Teacher
Rodarte, Marisol	Paraprofessional
Ramos, Annette	Counselor
Ortiz, Lisa	First Grade Teacher
Rodriguez, Adri	Teacher
Stewart, Meagan	Teacher
Avalos, Jasmin	Teacher
Pyle, Ciara	Teacher
Molina, Lizbeth	Library Aide
Ramos, Annette	Counselor
Prather, Korena	Community Member
Jordan, Tiffany	Parent
Gomez, Janette	Community Member



Introduction

The purpose of engaging in a CNA is to bring focus and accountability to reform activities. Further, state and federal law requires districts and schools to participate in a CNA that focuses on specific achievement indicators and appropriate measures of performance (TEC 11.252, ESSA: Sec. 1114(b)(6)). This template will serve as a blueprint for conducting a CNA and provide a summary of the CNA for planning/compliance purposes.

Organizational Structure

TEA does not prescribe a specific organizational structure for the CNA. Therefore, these options have been created by ESC staff at Region 15. Remember, these are just suggestions and each LEA/campus should adjust to meet their specific needs. This organizational structure focuses on 6 factors:

1. Academic Achievement
2. Staff Quality
3. School Climate/Safe & Healthy Schools
4. College & Career/Graduation/Dropout Reduction
5. Parent and Community Engagement
6. District/Campus Commitments

Using this template

This template is meant to be a starting point for reviewing data, recognizing strengths and needs, and prioritizing goals for a district or campus CNA. Each tab focuses on one of the six factors (above). The final tab will auto-fill with the recognized "needs" under each factor and provide a summary sheet for the CNA.

Organizing the Decision Making Committee (TEC§11.251(e))

- Ensure that membership is an appropriate representation of the community's diversity
- At least 2/3 of the elected staff must be classroom teachers
- At least one professional staff member must be an educator whose primary responsibility is educating students with disabilities
- The frequency of planning meetings is determined by the board



Site Based Committee Sign In

District: Roberto "Bobby" Barrera STEM Elementary - SFDR-CISD

Date: #####

Role	Name	Signature
Parent	Chelsie Sells	via zoom
Parent	Adri Rodriguez	via zoom
Business Representative	James Hedtkamp	via zoom
Business Representative		
Community Representative	Jessica Peek, LAFB LPC	via zoom
Community Representative	Sherry Quitano	via zoom
Teacher	Jasmin Avalos	via zoom
Teacher	Sheila Nunez	via zoom
Teacher	Kelley Weatherly	via zoom
Teacher	Lisa Ortiz	via zoom
Teacher	Guillermo Sanchez	via zoom
Teacher	Priscilla Nguyen	via zoom
Teacher	Meaghan Epstein	via zoom
Teacher	Vanessa Hjelmstad	via zoom
Teacher	Andrea Reed	via zoom
Teacher	Lizbeth Molina	via zoom
Para-Professional	Clarissa Jimenez	via zoom
Para-Professional	Maura Narvaez	via zoom
Principal	Maria Hudgins	

** Refer to local policies for specific attendance/role requirements for a site-based committee.*

*** Please note that ESSA requires the attendance of more than one parent at the site-based committee. This parent cannot be an employee of the district. Parents cannot also be considered as community members on the committee.*

Comprehensive Needs Assessment Summary – 2021-2022 Bobby Barrera STEM Magnet School

Utilized Data Sources: These will automatically populate from your CNA worksheets

Formative/Baselilne Assessments	TPRI BOY, MOY, EOY	DMAC Reports
STAR Reinnassance	TTESS, Student Success Reports	Teacher Conferences
District/Campus Ongoing PD	Daily Plannting Protocol	6 Weeks Discipline/Staff Survey
6 Weeks Honor Roll/Failure Reports	Enrichment Programs	Del Rio Cares Lessons
GT Nominations/Testing	DMAC Reports for	Enrichment Activities
Student Centered Classrooms	Summatives/Benchmarks/TPRI/STAR AR	Parent/Dist. Cabinet/Admin Conferences
Parent feedback	PFE Participation Sign in Sheets for Activities/Events	Reading Resources, Reading Eggs, AR STAR
Computers in the classroom	Parent/Teacher Logs/Apps	
	Laptops, Chromebooks, iPads	

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	<p>90% of 3rd, 4th, 5th grade students reading on grade level. Use of baselilne assessments in the 85% of KG, 1ST, 2ND grade students reading at or above grade level.</p> <p>85% or higher of students on level in math in 3rd, 4th and 5th grade,</p> <p>#REF!</p> <p>Over 50% of students made the honor roll at end of each grading cycle,</p> <p>3rd and 5th grade provided one to one instruction with devices.</p>	<p>Continued Special Education for students with an IEP in place 1- Kinder 1-1st 2 - 2nd 2-3rd 3-4th</p> <p>Document to track scientifically based RTI strategies, timelines, and results</p> <p>Utilize, stock and organize science lab for hands on learning</p> <p>Provide resources for students and parents prior to school day starting and at end of school day</p> <p>GT extension lessons, STEM Activities and Resources</p> <p>Teacher training on child study process and timeliness of initiated process</p>	<p>Need for Special Ed. Teacher</p> <p>Reading Intervention time with trained support staff.</p> <p>Furnishing the school library with class sets of chapter books and higher reading materials/novels</p> <p>Launch Curriculum implementation</p> <p>Need for an instructional aide to assist with STEM activities and extensions as support for Tier 2 and Tier 3 students.</p> <p>2 Standing desks and 3 pilaties balls in classrooms for ADHD students</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Staff Quality	<p>Staff meetings and weekly learning letters</p> <p>Conferences utilized to review reports and initiate child studies for Tiers 2 and 3 in EL A and/or math</p> <p>100% Participation and Completion in district/campus PD, Bimonthly Staff Meetings</p> <p>Planning Protocol Participation for all teachers, Weekly Planning Protocol on campus and with sister campuses</p> <p>Research Based Instructional Strategies and PLTW for STEM Curriculum</p> <p>Most teacher and counselor are GT certified. Most teachers are trained in PLTW Launch, Excellent Webmaster to provide timely updates on webpage</p>	<p>Crisis Core Team Training, sensory resources for de escalation students in distress</p> <p>New teacher GT and PLTW Launch training.</p> <p>TBSI training for staff, CPR training for staff</p> <p>Needs of a Military Child training for staff through Coalition for Millitary Child</p> <p>STEM sci. based activities and resources - less teacher pay teacher</p> <p>Proper inventory of materials in Science Lab by grade level to put to frequent use.</p>	<p>PLTW Launch Training for new staff and refresher training for current staff</p> <p>GT and Sped training for all staff</p> <p>Need for Dyslexia support to happen on campus instead of via zoom.</p> <p>Support for self-contained teachers in 3, 4 & 5 (PP with other self contained staff) Provide time for effective virtual planning</p> <p>HR support in getting substitutes for both teachers and paras with base access or willingness to come to LAFB</p> <p>GT, PLTW, Anchored4Life and Military Child PD for new teachers and updates for other teachers and staff.</p>
	<p>Effective Classroom Management by Teachers and Staff as assigned</p> <p>Great attendance, even on Family Days</p> <p>Student are able to participate in drama, writing and math enrichment clubs. Excellent crossing monitor is reliable. Base police is consistently patrolling. 20 mph speed enforced limit flashing</p>	<p>PD for staff on unique needs of military children.</p> <p>Playground needs upkeep, uneven turf is a hazard during PE</p> <p>Grounds and portable maintenance on a regular basis. Better process of using resource room and delegating copy needs to library aide or other support staff as available</p> <p>DLP contract time, DLP poor quality of waxing work and timeliness</p>	<p>Crossing Guard/Teacher Aide needed for safety and support</p> <p>Campus Discipline Plan /Committee/ Behavior Chart and Incentives</p> <p>Awnings for doorways to prevent water damage to classrooms and fall risks</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
School Climate/ Safe & Healthy Schools	<p>Two point entry to allow for PreK parents to walk students in</p> <p>Minimal workers comp cases, minimal student injuries, outstanding medical care by Nurse Gomez</p> <p>Parent communication and support is positive and immediate and provided by appropriate staff member.</p>	<p>Awnings for over classroom doors to prevent water from getting in. Stripping and repainting anti-slip paint on ramps and stairs.</p> <p>Counselor sponsor student clubs after school, Discipline and Attendance Committee</p> <p>Peer mediation, Develop a farewell process for students that are transferring & welcome to RBB club for new students, Transitioning Back to School After Pandemic, Motivating the</p>	<p>Groundskeeping-sticker burrs need to be removed, washouts need to be filled</p> <p>Custodian agreement needs to include more frequent disinfecting of facilities and removal of trash outside the buildings and adjusting of student desks.</p> <p>Communication with parents about supports offered to students so that they feel comfortable communicating household changes with admin and</p>
College & Career Readiness/ Graduation/ Dropout Reduction	<p>In lieu of UIL, students participated in Drama, Writing and Math clubs.</p> <p>15 GT Referrals, Career Guidance is integrated into lessons. Virtual Career Day</p> <p>STAAR results indicate CPO goals and objectives are being met</p> <p>Science Fair participants in all grade levels at campus level only due to Covid</p> <p>STEM projects in all grade levels, PLTW Launch K - 5</p> <p>Campus leader roles through Anchored4Life</p>	<p>Career Fair, Partner with Other Schools in states or countries for Diversity Enhancement</p> <p>Student/Parent needs assessment for counselor</p> <p>Talent Show for Students, College Day Pep Rally, Highlight/showcase a university every month</p> <p>Develop social emotional skills all day every day, develop technological skills and critical thinking skills</p> <p>Aim for 100% of students of students to be on level or above in reading</p> <p>Promote student activities for public speaking in the classroom, parent and community</p>	<p>Increase the number of students participating in extracurricular and their choices</p> <p>all activities need to have a back-up sponsor</p> <p>Instructional support needed for all students in child studies and in need of RTI</p> <p>Quality instruction in GT differentiation & STEM activities in all classrooms needs to increase and consumable materials need to be purchased</p> <p>Afterschool and in-class RTI to meet CPO's</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Family and Community Involvement	<p>Red Ribbon Week Resources / Fire Prevention Week Base presence in parking lot. Military Month Celebration, donated recess items for student physical engagement</p> <p>Beautification Planter Project, Successful Food Drive in December, BFCU Jacket/Coat Donations, t-shirts for staff</p> <p>Science Fair, Kinder ceremonies and 5th grade promotion ceremony</p> <p>Base support through SLO Sherry Quintano and Weekly Care Lessons given by school classroom teachers</p> <p>Grade store, Parent/Teacher Conferences, Weekly Counseling Sessions with</p>	<p>Timely feedback to parents for progress in class, especially important if student is in need of a child study. Increase in parent teacher conferences. If apps are used cannot be relied on as they only</p> <p>Monthly Counselor Corner newsletter for parents and webpage</p> <p>Engage parents in starting a PTO for the upcoming school year</p> <p>Better parent orientation/trainings on topics such as parent updates regarding ARS, AR, IEP, 504, and STAAR</p> <p>Curriculum that is more focused on authentic literature rather than on individual</p>	<p>Build relationships with the LAFB departments for STEM resources, presentations, and field trips</p> <p>Programs/Showcases involving students at parent meetings with varying times Information about district resources to parents and families via trainings and meetings Increase the number of volunteer opportunities for parents and LAFB residents at the school and school events. Campus upkeep/beautification - grounds are not well maintained & pose risks to students from overgrowth/uneven surfaces, current state of campus fosters no school pride and is a turn-off for incoming parents/students</p> <p>Utilize LAFB resources and facilities for school events to increase community involvement</p> <p>Continue to grow PTO</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
District/Campus Commitments	<p>Laptops and Chromebooks for 3rd and 5th grade classrooms and for writing club</p> <p>Teachers have various technological resources to engage students</p> <p>Office staff is reliable and dependable to meet the needs of students and staff</p> <p>New bookcases and books for library. New Principal, Maria Hudgins</p> <p>Established two points of entry to campus. Administration is transparent and available to parents, and staff.</p> <p>Dr. Barrera provided GI testing and results, C & I provided reading support with Michelle Gonzalez, and Math support with Sandra Garza. Teacher</p>	<p>Slow internet/WiFi connection</p> <p>Promethian board pens will not sync with the board</p> <p>Technology department accessibility to our base campus results in loss of teacher time and resources for students</p> <p>Effective and purposeful staff duty schedule</p> <p>Specific supports for the needs of military kids across the district with Anchored4Life resources available at RBB.</p> <p>Quality disinfecting & cleaning of school every day with support with needs such as adjusting desk heights</p>	<p>Mobile iPad/computer lab for grades 3, 4, & 5 for STEM implementation, Renaissance, AR and testing</p> <p>Technology training on iPEVO, PLTW Software on iPads, Skyward</p> <p>Balanced Literacy, Reading and Writing training to fulfill district initiatives</p> <p>STEM 2025 integration in Math and Science</p> <p>Coordination with other campuses for Planning Protocol times so that RBB staff can attend in upper grade levels</p> <p>One district custodian, campus marquee, need shed for storage</p>

NOTE: Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above. The Comprehensive Needs Assessment does not contain what you will do to meet the needs. It is simply a report of the data examined and the conclusions drawn from that data. Needs identified in the CNA will lead to the goals, objectives, and strategies in the DIP/CIP.

ROBERTO BOBBY BARRERA EL STEM MAGNET

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 1. By Spring of 2022, the 80% of the 4th and 5th HB4545 students will show significant growth on STAAR state assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Planning Protocol with each grade level, 3 hours, one day per week for strategic implementation of District curriculum and student needs. (Title I SW Elements: 1.1,2.2,2.3,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,3,4,6,7)	Campus Administrators, Teachers	August 2021 - May 2022		Criteria: District Assessments and STAAR Results disaggregated at RTI/Data Days 06/22/22 - Completed (S) 03/11/22 - On Track 11/17/21 - On Track
2. District-Wide Common Planning period for tested grade levels and subjects to plan for delivery of instruction will be integrated into the master schedule to be conducted virtually. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 1,2,4) (CSFs: 1,2,4,6,7)	Campus Administrators, Chief Instructional Officers, Teachers	August 2021-May 2022		Criteria: Review district assessments and STAAR results 06/22/22 - Completed (S) 03/11/22 - On Track 11/17/21 - On Track
3. Teachers will continue to receive training on updates to Planning Protocol Dashboard and DMAC and generate/analyze student performance reports on assessments to inform instruction and develop lesson plans and modify Roadmaps for their content(s). (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,3,4) (CSFs: 1,2,6,7)	Campus Administrators, Chief Instructional Officers, Teachers	August 2021-May 2022		Criteria: increase in use the dashboard, DMAC reports monitored at RTI/Data Days and student achievement 06/22/22 - Completed (S) 03/11/22 - On Track 11/17/21 - Some Progress
4. Teachers will receive training on best practices in STEM, Math, Reading, Science, Social Studies, Technology, Google Classroom and extensions by administrator, Curriculum and Instruction, through online PD, self paced learning, Planning Protocol and RTI data days. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,3,4,6,7)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Teachers	August 2021-May 2022		Criteria: Walkthrough data Formative - Walkthrough data 06/22/22 - Completed (S) 03/11/22 - On Track 11/17/21 - Some Progress
5. All teachers will be provided with materials to support reading and math intervention programs within the structure of their class time based on the needs of students and grade level. (Lone Star Learning, Edmentum,	Campus Administrators, Teachers	August 2021-March 2022	(S)State Compensatory - \$19,277.66	Criteria: RTI/Data information 06/22/22 - Completed (S) 03/11/22 - On Track 11/17/21 - Significant Progress

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- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 1.** By Spring of 2022, the 80% of the 4th and 5th HB4545 students will show significant growth on STAAR state assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Renaissance Learning) (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,3,4,7)				
6. Teachers will be assisted in implementing W.I.N. time 45 minutes daily by an instructional aide or tutor. Students will be grouped by need, including HB4545, HB3, RTI, Tier 1, Tier 2 and Tier 3. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,3,4,6,7)	Campus Administrators, Instructional Aides, Teachers	August 2021-May 2022		Criteria: End of year results on Reading Renaissance and STAAR Reading and Math 06/22/22 - Completed (S) 03/11/22 - On Track 11/17/21 - On Track
7. The teachers will grow through PD process to implement STEM activities aligned with curriculum through TEA TSTEM. Teachers will also use the extending STEM activities in Gizmos, Discovery Education, Education Galaxy and STEM Scopes. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,3,4,6,7)	Campus Administrators, Chief Instructional Officers, Directors, Instructional Aides, Teachers	August 2021-May 2022		06/22/22 - Completed (S) 03/11/22 - On Track 11/17/21 - On Track
8. Instructional staff, counselors and administration will implement District programs and initiatives such as Balanced Literacy, RTI, GT, Special Education, 504, and the Writing Initiative (if done this school year) with training to support student needs and identification of students with special needs. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,3,4,5,6,7)	ARD Committee, Campus Administrators, Counselors, Curriculum Coordinators, Dyslexia Teacher, Special Ed Teacher, Teachers	August 2021-May 2022		Criteria: Walkthrough Data, RTI/Data Day meetings, end of year reports and number of good referrals for testing 06/22/22 - Completed (S) 03/11/22 - On Track 11/17/21 - On Track
9. Classroom teachers will all be GT Certified to support our Gifted and Talented students. (Title I SW Elements: 1.1,2.1,2.2,2.5,3.1) (Target Group: GT) (Strategic Priorities: 1,2) (CSFs: 1,2,5,7)	Campus Administrators, Curriculum Coordinators, Teachers	August 2021-December 2022		Criteria: All classroom teachers will complete the 30 hrs of initial training or complete the needed 6 hours of annual GT training 06/22/22 - Completed (S) 03/11/22 - On Track

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Objective 1. By Spring of 2022, the 80% of the 4th and 5th HB4545 students will show significant growth on STAAR state assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				11/17/21 - Significant Progress
10. The Counselors will have lessons with all grade levels on character development and will keep track of academic success, discipline and attendance for the school year. Second Step, a guidance program that promotes social-emotional competence and self-regulation, lessons are delivered once a week to each grade level. Del Rio Cares character education program lessons are delivered once a week to each grade level. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,3,4,6)	Campus Administrators, Counselors	August 2021-May 2022		Criteria: Counselor will check on students that need intervention 06/22/22 - Completed (S) 03/11/22 - On Track 11/17/21 - On Track
11. The students and teachers will be involved in coordinated learning programs with the LAFB Library, Airman and Family Readiness Center, the Communications Squadron and the Civil Engineering Squadron to support STEM and the TEKS for their grade level virtually and following Covid 19 guidelines. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,3,4,5,6)	Campus Administrators, Counselors, Instructional Aides, Teachers	August 2021-May 2022		Criteria: Activity agendas, scheduling of events/visits and sign-in sheets of participation 06/22/22 - Completed (S) 03/11/22 - On Track 11/17/21 - Some Progress
12. The teachers and students will utilize the classroom set of iPads in PreKinder and the classroom sets of Chromebooks in grades K-5th for enrichment and instruction on a daily basis. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,3,4,6,7)	Campus Administrators, Directors, Instructional Aides, Teachers	August 2021-2022		Criteria: Walkthroughs and Lesson plans 06/22/22 - Completed (S) 03/11/22 - On Track 11/17/21 - On Track
13. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I TA: 1,4,6) (Target Group: AtRisk) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers	June 2021-June 2022	(S)State Compensatory	Criteria: Payroll/HR Documentation 06/22/22 - On Track (S) 03/11/22 - On Track 11/17/21 - On Track

ROBERTO BOBBY BARRERA EL STEM MAGNET

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** To address HB3, by the end of May 2022, 3rd grade students will grow in number of students at Meets and Masters from an 82% to 84% in Reading. Math scores will grow to at least from 65% to 84% at Meets.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will participate in W.I.N. intervention time for 45 minutes daily to focus on individual academic needs based on BOY, Checkpoint, Summatives and Benchmark Data. (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Instructional Aides, Teachers	August 2021 - May 2022		Criteria: BOY, RTI, Benchmark and STAAR assessment data 06/22/22 - Completed (S) 03/11/22 - On Track 11/17/21 - On Track
2. Teachers are provided the resources and training of new programs to use during intervention and Tier 1 instruction. (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Instructional Aides, Teachers	August 2021 - May 2022		Criteria: Summative, Benchmark and STAAR assessment data 06/22/22 - Completed (S) 03/11/22 - On Track 11/17/21 - On Track
3. Planning protocol will be focused on Tier 1 instruction, student engagement, mastery of concepts, and student ownership with individual student needs in mind. (Target Group: K,1st,2nd,3rd) (Strategic Priorities: 1,2)	Campus Administrators, Teachers	August 2021 - May 2022		Criteria: Walkthrough data, student achievement data 06/22/22 - Completed (S) 03/11/22 - On Track 11/17/21 - Significant Progress
4. Students are given opportunities for intervention during W.I.N. time, during independent work time, and during guided lessons on a daily basis to meet individual needs. (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Teachers	August 2021 - May 2022		Criteria: Student Achievement Data 06/22/22 - Completed (S) 03/11/22 - On Track 11/18/21 - On Track

ROBERTO BOBBY BARRERA EL STEM MAGNET

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 3. By May 2022, the student attendance rate will be at an average of 98%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Classes will have an opportunity for class incentives for reaching 98% attendance goals and be rewarded with FMLV approved prizes as snacks, movies, and lunch with the principal. (Title I SW Elements: 1.1,2.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,4,5,6)	Attendance Staff, Campus Administrators, Counselors, Instructional Aides, Teachers	August 2021-May 2022		Criteria: Daily Attendance reports and Parent contact logs 06/22/22 - Completed (S) 03/11/22 - On Track 11/18/21 - Some Progress
2. Attendance will be monitored using the District's Skyward program. Teachers monitor attendance for their homeroom students. Teachers will post official attendance at 10 a.m. daily. (Title I SW Elements: 1.1,2.1,2.4,3.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4,5,6)	Attendance Staff, Campus Administrators, Teachers	August 2021-May 2022		Criteria: Daily attendance folder monitoring and teacher attendance posting. 06/22/22 - Completed (S) 03/11/22 - On Track 11/18/21 - On Track
3. On dates designated as Family Days by LAFB we will promote programs that will increase student attendance on those days with programs and/or activities that may involve parent/family participation. (Title I SW Elements: 1.1,2.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,4,5,6)	Attendance Staff, Campus Administrators, Counselors, Instructional Aides, PTO, Teachers	August 2021-May 2022		Criteria: Meeting agendas, sign-in sheets and notes 06/22/22 - Completed (S) 03/11/22 - On Track 11/18/21 - Significant Progress
4. There will be monthly training for parents on attendance policies, documentation and regulations during the 1st semester of the school year and as needed from parent surveys. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,3,5,6)	Campus Administrators, Counselors, Parents, PTO, Teachers	August 2021-May 2022		Criteria: Agenda, sign-in sheets and newsletters 06/22/22 - Completed (S) 03/11/22 - On Track 11/18/21 - Pending
5. Teachers will follow up with parents if students are absent. Although individual attendance incentives are not an option this school year, teachers will be ensuring students are receiving what they missed and are getting caught up upon their return. (Title I SW Elements: 1.1,2.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,4,6,7)	Attendance Staff, Campus Administrators, Teachers	August 2021-May 2022		Criteria: Grading Period Teacher Attendance Report(AESOP) 06/22/22 - Completed (S) 03/11/22 - On Track 11/18/21 - On Track

ROBERTO BOBBY BARRERA EL STEM MAGNET

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 4. Principal will establish systems to support teachers in managing curriculum and assessment documents. Instructional materials and resources with expected rigor, key ideas, and essential questions will strategically align through ongoing teacher discourse, collaboration and coaching.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrator will lead planning protocol using rubric/agenda to drive planning, discussion about rigor, engagement and student ownership. Each grade level teacher will plan for 3 hours, once a week. (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Chief Instructional Officers, Teachers	November 2021 - May 2020		Criteria: Student achievement data 06/22/22 - Completed (S) 03/11/22 - On Track 11/18/21 - On Track
2. Administrator will offer prompt feedback and coaching after a walkthrough. Evidence of what was discussed in Planning Protocol will be observed. (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Teachers	November 2021 - May 2022		Criteria: TTESS walkthrough feedback, planning protocol artifacts and discussion 06/22/22 - Completed (S) 03/11/22 - On Track 11/18/21 - On Track

ROBERTO BOBBY BARRERA EL STEM MAGNET

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 5. By May 2022, 70% of the student population will participate in extracurricular activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Students will be given the opportunity to participate in District extracurricular activities such as UIL Academics, Student Council, Robotics, Music clubs, Yearbook, Art Club, STEM Club and additional organizations created at RBB Elementary to demonstrate student interest and leadership as allowed due to Covid 19 guidelines. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (CSFs: 5,6)</p>	<p>Campus Administrators, Counselors, Instructional Aides, PTO, Teachers</p>	<p>August 2021-May 2022</p>		<p>Criteria: Schedules, sign-up sheets and activity participation</p> <p>Summative - Schedules, sign-up sheets and activity participation</p> <p>06/22/22 - Completed (S) 03/11/22 - On Track 11/18/21 - On Track</p>
<p>2. Students, teachers and parents will be invited and encouraged to participate in the Annual Elementary Cross Country Meet, Elementary Track Meet and the I Love My Teacher 5K. (Title I SW Elements: 1.1,2.1,2.2,2.6,3.1) (Target Group: All) (CSFs: 3,5,6)</p>	<p>Campus Administrators, Instructional Aides, Parents, PTO, Teachers</p>	<p>October 2021-May 2022</p>		<p>Criteria: Sign-up lists, promotional materials and participation lists</p> <p>06/22/22 - Completed (S) 03/11/22 - On Track 11/18/21 - On Track</p>

ROBERTO BOBBY BARRERA EL STEM MAGNET

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 6.** All students will continue to be trained in character development principles during the 2021-2022 school year through Del Rio Cares and Second Step and will begin to take on leadership roles. Students will participate in leadership roles through Anchored4Life.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The School Counselor will conduct guidance lessons in character ed for students in bullying, respecting others, diversity, setting goals, conflict resolution and other life skills in each grade level through Del Rio Cares. Lessons will be done once a week per grade level. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (CSFs: 1,3,4,6)</p>	<p>Campus Administrators, Counselors, Teachers</p>	<p>August 2021- May 2022</p>		<p>Criteria: Lesson plans and schedule</p> <p>06/22/22 - Completed (S) 03/11/22 - On Track 11/18/21 - On Track</p>
<p>2. Students will participate in Red Ribbon Week activities, Fire Safety, Celebrity Reader, Career Day, Science Fair, GT Fair, Elementary STEM Week, Anchored4Life and be given leadership opportunities. These activities will be done in accordance to safety guidelines. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4,5,6)</p>	<p>Campus Administrators, Counselors, Instructional Aides, PTO, Teachers</p>	<p>August 2021-May 2022</p>		<p>Criteria: Agendas, schedules, sign-in sheets, participation</p> <p>06/22/22 - Completed (S) 03/11/22 - On Track 11/18/21 - On Track</p>
<p>3. The Campus Leadership Team will assist the Principal in forming committees and organizing functions for students and parents. (Title I SW Elements: 1.1,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 3,5,6,7)</p>	<p>Campus Administrators, Counselors, Teachers</p>	<p>August 2021 - July 2022</p>		<p>Criteria: Meeting notes, sign-in sheets, agendas, Climate Survey</p> <p>06/22/22 - Completed (S) 03/11/22 - On Track 11/18/21 - Significant Progress</p>

ROBERTO BOBBY BARRERA EL STEM MAGNET

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 7. During the first semester of the 2021 - 2022 School Year, there will be a campus-wide discipline and safety plan to maintain a safe and orderly campus using restorative practices.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will use a communication tool such email, phone call or face to face conference to keep parents informed on students' academic progress and behavior in class. (Title I SW Elements: 1.1,2.1,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,5,6)	Attendance Staff, Campus Administrators, Counselors, Instructional Aides, Teachers	August 2021 - May 2022		Criteria: Plan implementation and decreased serious discipline issues 06/22/22 - Completed (S) 03/11/22 - On Track 11/19/21 - On Track
2. Positive Behavior Support (PBS) training and Classroom Management/Crisis Prevention training will be available for all staff to help redirect student behavior and de-escalate issues in the classroom. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,4,6)	Campus Administrators, Counselors, Directors, Instructional Aides, Mental Health & Disabilities, Teachers	August 2021-May 2022		Criteria: Certificates of Completion CORE Crisis Team meeting agendas and meetings 06/22/22 - Completed (S) 03/11/22 - On Track 11/19/21 - Significant Progress
3. Train all staff and students on safety drills required by the State of Texas and the United States Air Force in coordination with District Police and Security Forces. (Title I SW Elements: 1.1,2.1) (Target Group: All) (CSFs: 4,6)	Campus Administrators, Counselors	August 2021-May 2022		Criteria: Drill training dates and drill schedule 06/22/22 - Completed (S) 03/11/22 - On Track 11/19/21 - On Track
4. There will be a school Core Crisis Team consisting of the Nurse, Counselor, an Instructional Aide, an EC teacher and an Upper Grade level teacher to assist teachers in the well-being and restraint of students in need. (Title I SW Elements: 1.1,2.6) (Target Group: All) (CSFs: 4,6)	Campus Administrators, Counselors, Teachers	August 2021-May 2022		Criteria: Documentation and certification of Core Crisis Team members 03/11/22 - Completed 11/19/21 - On Track

ROBERTO BOBBY BARRERA EL STEM MAGNET

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 8. Students have rigorous learning experiences based on the design and delivery of data- and objective-driven daily lessons, classroom routines, and formative monitoring systems that yield the data necessary to reflect, adjust, and deliver instruction that meets the needs of each student. Principal is responsible for ensuring that every student receives high-quality instruction that leads to student growth and achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student instruction is provided by teachers following a master schedule to include planned focused intervention to meet individual student needs. (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Chief Instructional Officers, Instructional Aides, Teachers	August 2021 - May 2022		Criteria: Attendance logs, lesson plans, student packets 06/22/22 - Completed (S) 03/11/22 - On Track 11/19/21 - On Track
2. Planning protocol includes establishing the need for planning rigorous, engaging lessons. Student new learning is addressed as well as teacher new learning through modeling of a lesson, coaching and discussion. Time is spent discussing HOW a lesson will be taught to maximize learning and student achievement. (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Teachers	Sept.2021 - May 2022		Criteria: Walkthrough feedback, TTESS observations and Planning Protocol notes 06/22/22 - Completed (S) 03/11/22 - On Track 11/19/21 - On Track
3. All students will be issued a device to use for instruction, engagement and intervention based on individual need. (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Chief Instructional Officers, Teachers	August 2021 - May 2022		Criteria: Student achievement data 06/22/22 - Completed (S) 03/11/22 - On Track

ROBERTO BOBBY BARRERA EL STEM MAGNET

Goal 2. The District shall be a steward of the community's resources-financial, human, facilities-and explore new opportunities for organizational efficiency and effectiveness.

Objective 1. By the end of May 2022, RBB Elementary STEM Magnet will utilize 90% of local funds to directly impact instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Local campus budget will be aligned to the CIP and the CNA. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,3,4,5,6,7)	Campus Administrators, Counselors, Teachers	August 2021- June 2022	(S)Local Funds	Criteria: Evaluation from district finance department-Accounting and Budgeting 06/22/22 - Completed (S) 03/11/22 - On Track 11/19/21 - On Track
2. Allot funds for Professional Development out of town such TSTEM, Technology Extravaganza, counseling conferences, and other professional learning opportunities as allowed. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,3,4,5,6,7)	Campus Administrators	August 2021 - May 2022		Criteria: Budget proposals and evaluation from the Accounting Department 06/23/22 - Completed (S) 03/11/22 - On Track 11/19/21 - On Track
3. Support Staff at RBB Elementary and Electives Teachers will be utilized to aide classroom teachers with RTI in Reading and Math. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,4,6,7)	Campus Administrators, Teachers	August 2021-May 2022		Criteria: Master Schedule utilized 06/23/22 - Completed (S) 03/11/22 - On Track 11/19/21 - On Track

ROBERTO BOBBY BARRERA EL STEM MAGNET

- Goal 2.** The District shall be a steward of the community's resources-financial, human, facilities-and explore new opportunities for organizational efficiency and effectiveness.
- Objective 2.** Prior to the first day of face to face instruction, RBB Elementary STEM Magnet will offer all incoming Pre-Kinder and Kindergarten students opportunities to visit the campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incoming Pre-Kinder and Kindergarten students will be offered the opportunity to visit the campus to assist in the transition from either home or early childhood centers to the public school system. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: PRE K,K) (CSFs: 5,6)	Campus Administrators, Counselors, Teachers	August 2021 - May 2022		Criteria: Schedule and sign-in sheets 06/23/22 - Completed (S) 03/11/22 - On Track 11/19/21 - On Track
2. The Kindergarten teachers from RBB Elementary will attend the Kinder Orientation at Irene Cardwell Elementary in May 2022. (Title I SW Elements: 1.1,3.1) (Target Group: PRE K,K) (Strategic Priorities: 1) (CSFs: 2,5,6,7)	Campus Administrators, Counselors, Teachers	August 2021 - May 2022		Criteria: Attendance to Kinder Transition and Planning meeting 06/23/22 - Completed (S) 03/11/22 - On Track 11/19/21 - Pending

ROBERTO BOBBY BARRERA EL STEM MAGNET

Goal 3. The District shall provide meaningful and effective communication in a timely manner to all parents and District Partners.

Objective 1. RBB Elementary STEM Magnet will regularly provide communication to parents using various forms of media during the 2021-2022 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The staff at RBB will provide training to all parents for various character development topics, state and local assessments, identification of special needs, STEM topics, internet safety and cyberbullying, drug and alcohol abuse, bullying, how to conduct a good science fair experiment, counseling services for children, career and education opportunities, crisis prevention, and drug prevention and awareness. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2,3,4,5,6,7)</p>	<p>ARD Committee, Attendance Staff, Bilingual Department, Campus Administrators, Counselors, Instructional Aides, Parents, PTO, Teachers</p>	<p>August 2021-May 2022</p>		<p>06/23/22 - Completed (S) 03/11/22 - On Track 11/19/21 - On Track</p>
<p>2. Campus will send home monthly calendars, utilize the school call-out system for reminders of important events, update the school webpage with calendars and announcements for important events, a campus newsletter in print and online, and conduct parent meetings. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6,3.1) (Target Group: All) (CSFs: 1,3,5,6)</p>	<p>Attendance Staff, Campus Administrators, Counselors, Instructional Aides, Teachers</p>	<p>August 2021-May 2022</p>		<p>Criteria: agendas, sign in sheets and schedules, copy of newsletters and Webmaster schedule</p> <p>06/23/22 - Completed (S) 03/11/22 - On Track 11/19/21 - On Track</p>
<p>3. Parents will be invited and encouraged to participate in campus committees and in campus events. Volunteer opportunities to increase participation in the school and in the classrooms will be announced through the newsletters, classroom memos and the school webpage. Campus events and opportunities for parental involvement will be posted to the RBB PTO FB page and/or other media site. (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1) (Target Group: All) (CSFs: 1,3,5,6)</p>	<p>Attendance Staff, Campus Administrators, Counselors, Instructional Aides, PTO, Teachers</p>	<p>August 2021-May 2022</p>		<p>Criteria: Agenda, calendar, sign-in sheets, participation, Climate Survey</p> <p>06/23/22 - Completed (S) 03/11/22 - On Track 11/19/21 - On Track</p>
<p>4. Partner with the City of Del Rio, Del Rio Chamber of Commerce, Hispanic Chamber of Commerce, Boy's and Girl's Club, Council for the Arts and the Amistad National Park Service to provide virtual educational and intramural</p>	<p>Campus Administrators, Counselors, PTO, Teachers</p>	<p>August 2021-May 2022</p>		<p>Criteria: Schedule of field trips, student participation and community events.</p> <p>06/23/22 - Completed (S)</p>

ROBERTO BOBBY BARRERA EL STEM MAGNET

Goal 3. The District shall provide meaningful and effective communication in a timely manner to all parents and District Partners.

Objective 1. RBB Elementary STEM Magnet will regularly provide communication to parents using various forms of media during the 2021-2022 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
opportunities for students and parent involvement as allowable due to CDC guidelines. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,4,5,6)				03/11/22 - On Track 11/19/21 - Pending
5. RBB Elementary STEM Magnet will designate at a minimum a staff member to serve as the school's Webmaster to update and maintain the school's district webpage. (Title I SW Elements: 1.1,2.1,2.3) (Target Group: All) (CSFs: 5,6)	Campus Administrators, Teachers	August 2021-May 2022		Criteria: Webmaster schedule and posting of updates 06/23/22 - Completed (S) 03/11/22 - On Track 11/19/21 - On Track

Texas Education Agency
2021 Federal Report Card

ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State;

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --

(aa) the specific weight of the indicators in such differentiation;

(bb) the methodology by which the State differentiates all such schools;

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and

(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

Part (i)(VI) the exit criteria established by the State, including the length of years established.

On April 6, 2021, the U.S. Department of Education (USDE) waived the accountability, school identification, and related reporting requirements for the 2020-21 school year. The waiver includes the report card provisions in section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools)

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
STAAR Percent at Approaches Grade Level or Above																							
Grade 3																							
Reading	All Students	67%	58%	100%	*	*	100%	-	-	-	-	100%	100%	-	100%	-	100%	100%	-	-	-	100%	
	CWD	42%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	70%	60%	100%	*	*	100%	-	-	-	-	100%	100%	-	100%	-	100%	100%	-	-	-	100%	
	EL	54%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	64%	55%	100%	-	*	100%	-	-	-	-	*	*	-	100%	-	100%	-	-	-	-	-	*
	Female	70%	61%	100%	*	*	100%	-	-	-	-	100%	100%	-	100%	-	-	100%	-	-	-	-	100%
Mathematics	All Students	61%	46%	88%	*	*	100%	-	-	-	-	75%	100%	-	88%	-	100%	82%	-	-	-	100%	
	CWD	40%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	64%	48%	88%	*	*	100%	-	-	-	-	75%	100%	-	88%	-	100%	82%	-	-	-	100%	
	EL	51%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	63%	49%	100%	-	*	100%	-	-	-	-	*	*	-	100%	-	100%	-	-	-	-	-	*

Texas Education Agency
2021 Federal Report Card

ROBERTO BOBBY BARRERA EL STEM MAGNET (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	Female	59%	43%	82%	*	*	100%	-	-	-	-	67%	100%	-	82%	-	-	82%	-	-	-	100%	
Grade 4																							
Reading	All Students	62%	55%	89%	*	*	89%	-	-	-	*	80%	92%	*	93%	-	92%	80%	-	-	-	89%	
	CWD	34%	27%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	66%	59%	93%	*	*	86%	-	-	-	*	80%	100%	-	93%	-	100%	80%	-	-	-	88%	
	EL	48%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	59%	48%	92%	*	*	100%	-	-	-	*	*	90%	*	100%	-	92%	-	-	-	-	100%	
	Female	66%	61%	80%	*	*	*	-	-	-	*	*	*	-	80%	-	-	80%	-	-	-	-	*
Mathematics	All Students	58%	44%	89%	*	*	89%	-	-	-	*	100%	85%	*	100%	-	85%	100%	-	-	-	89%	
	CWD	35%	25%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	62%	47%	100%	*	*	100%	-	-	-	*	100%	100%	-	100%	-	100%	100%	-	-	-	100%	
	EL	46%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	61%	43%	85%	*	*	86%	-	-	-	*	*	80%	*	100%	-	85%	-	-	-	-	-	86%
	Female	56%	44%	100%	*	*	*	-	-	-	*	*	*	-	100%	-	-	100%	-	-	-	-	*
Grade 5																							
Reading	All Students	72%	63%	100%	*	*	100%	-	-	-	-	*	100%	*	100%	-	*	*	-	-	-	100%	
	CWD	41%	30%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	77%	70%	100%	*	*	*	-	-	-	-	*	100%	-	100%	-	*	*	-	-	-	*	
	EL	61%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	69%	60%	*	*	*	*	-	-	-	-	-	*	*	*	-	*	-	-	-	-	-	*
	Female	76%	67%	*	-	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	*
Mathematics	All Students	69%	59%	89%	*	*	80%	-	-	-	-	*	88%	*	88%	-	*	80%	-	-	-	80%	
	CWD	47%	35%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	73%	63%	88%	*	*	*	-	-	-	-	*	86%	-	88%	-	*	80%	-	-	-	*	
	EL	59%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	70%	57%	*	*	*	*	-	-	-	-	-	*	*	*	-	*	-	-	-	-	-	*
	Female	69%	60%	80%	-	*	*	-	-	-	-	-	*	*	-	80%	-	-	80%	-	-	-	*
Science	All Students	61%	47%	88%	*	*	80%	-	-	-	-	*	86%	*	86%	-	*	*	-	-	-	80%	
	CWD	36%	23%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	65%	52%	86%	*	*	*	-	-	-	-	*	83%	-	86%	-	*	*	-	-	-	*	
	EL	43%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	63%	50%	*	*	*	*	-	-	-	-	-	*	*	*	-	*	-	-	-	-	-	*
	Female	59%	44%	*	-	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	*
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	38%	28%	82%	*	*	80%	-	-	-	-	63%	100%	-	82%	-	83%	82%	-	-	-	86%	
	CWD	23%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	40%	29%	82%	*	*	80%	-	-	-	-	63%	100%	-	82%	-	83%	82%	-	-	-	86%	
	EL	24%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	36%	25%	83%	-	*	80%	-	-	-	-	-	*	*	-	83%	-	83%	-	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	Female	40%	32%	82%	*	*	80%	-	-	-	-	67%	100%	-	82%	-	-	82%	-	-	-	80%	
Mathematics	All Students	30%	20%	65%	*	*	90%	-	-	-	-	38%	89%	-	65%	-	83%	55%	-	-	-	86%	
	CWD	21%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	31%	21%	65%	*	*	90%	-	-	-	-	38%	89%	-	65%	-	83%	55%	-	-	-	86%	
	EL	20%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	33%	21%	83%	-	*	100%	-	-	-	-	*	*	-	83%	-	83%	-	-	-	-	-	*
	Female	27%	19%	55%	*	*	80%	-	-	-	-	17%	100%	-	55%	-	-	55%	-	-	-	-	80%
	Grade 4																						
Reading	All Students	36%	27%	61%	*	*	56%	-	-	-	*	40%	69%	*	67%	-	54%	80%	-	-	-	67%	
	CWD	20%	15%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	38%	30%	67%	*	*	57%	-	-	-	*	40%	80%	-	67%	-	60%	80%	-	-	-	75%	
	EL	22%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	34%	23%	54%	*	*	57%	-	-	-	*	*	60%	*	60%	-	54%	-	-	-	-	-	71%
	Female	38%	33%	80%	*	*	*	-	-	-	*	*	*	-	80%	-	-	80%	-	-	-	-	*
Mathematics	All Students	35%	21%	72%	*	*	67%	-	-	-	*	40%	85%	*	80%	-	69%	80%	-	-	-	67%	
	CWD	22%	14%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	37%	22%	80%	*	*	71%	-	-	-	*	40%	100%	-	80%	-	80%	80%	-	-	-	75%	
	EL	23%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	38%	21%	69%	*	*	71%	-	-	-	*	*	80%	*	80%	-	69%	-	-	-	-	-	71%
	Female	32%	20%	80%	*	*	*	-	-	-	*	*	*	-	80%	-	-	80%	-	-	-	-	*
Grade 5																							
Reading	All Students	45%	32%	75%	*	*	80%	-	-	-	-	*	71%	*	71%	-	*	*	-	-	-	80%	
	CWD	22%	15%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	49%	36%	71%	*	*	*	-	-	-	-	*	67%	-	71%	-	*	*	-	-	-	*	
	EL	30%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	42%	30%	*	*	*	*	-	-	-	-	-	*	*	*	-	*	-	-	-	-	-	*
	Female	49%	35%	*	-	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	*
Mathematics	All Students	43%	32%	56%	*	*	60%	-	-	-	-	*	63%	*	50%	-	*	20%	-	-	-	80%	
	CWD	24%	15%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	46%	35%	50%	*	*	*	-	-	-	-	*	57%	-	50%	-	*	20%	-	-	-	*	
	EL	30%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	45%	32%	*	*	*	*	-	-	-	-	-	*	*	*	-	*	-	-	-	-	-	*
	Female	42%	32%	20%	-	*	*	-	-	-	-	*	*	-	20%	-	-	20%	-	-	-	-	*
Science	All Students	30%	17%	50%	*	*	40%	-	-	-	-	*	57%	*	43%	-	*	*	-	-	-	60%	
	CWD	20%	14%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	32%	17%	43%	*	*	*	-	-	-	-	*	50%	-	43%	-	*	*	-	-	-	-	*
	EL	14%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	34%	22%	*	*	*	*	-	-	-	-	-	*	*	*	-	*	-	-	-	-	-	*
	Female	27%	11%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	*

STAAR Percent at Masters Grade Level

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Grade 3																							
Reading	All Students	19%	11%	71%	*	*	80%	-	-	-	-	38%	100%	-	71%	-	83%	64%	-	-	-	86%	
	CWD	7%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	21%	12%	71%	*	*	80%	-	-	-	-	38%	100%	-	71%	-	83%	64%	-	-	-	86%	
	EL	11%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	17%	10%	83%	-	*	80%	-	-	-	-	*	*	-	83%	-	83%	-	-	-	-	-	*
	Female	20%	13%	64%	*	*	80%	-	-	-	-	33%	100%	-	64%	-	-	64%	-	-	-	-	80%
Mathematics	All Students	14%	7%	29%	*	*	50%	-	-	-	-	0%	56%	-	29%	-	33%	27%	-	-	-	43%	
	CWD	7%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	15%	7%	29%	*	*	50%	-	-	-	-	0%	56%	-	29%	-	33%	27%	-	-	-	43%	
	EL	8%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	16%	7%	33%	-	*	40%	-	-	-	-	*	*	-	33%	-	33%	-	-	-	-	-	*
	Female	12%	7%	27%	*	*	60%	-	-	-	-	0%	60%	-	27%	-	-	27%	-	-	-	-	40%
Grade 4																							
Reading	All Students	17%	11%	33%	*	*	33%	-	-	-	*	20%	38%	*	40%	-	23%	60%	-	-	-	33%	
	CWD	6%	1%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	19%	13%	40%	*	*	43%	-	-	-	*	20%	50%	-	40%	-	30%	60%	-	-	-	38%	
	EL	8%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	16%	9%	23%	*	*	29%	-	-	-	*	*	30%	*	30%	-	23%	-	-	-	-	-	29%
	Female	19%	12%	60%	*	*	*	-	-	-	*	*	*	-	60%	-	-	60%	-	-	-	-	*
Mathematics	All Students	21%	9%	44%	*	*	44%	-	-	-	*	20%	54%	*	53%	-	31%	80%	-	-	-	44%	
	CWD	9%	1%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	23%	10%	53%	*	*	57%	-	-	-	*	20%	70%	-	53%	-	40%	80%	-	-	-	50%	
	EL	11%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	23%	8%	31%	*	*	43%	-	-	-	*	*	40%	*	40%	-	31%	-	-	-	-	-	43%
	Female	18%	9%	80%	*	*	*	-	-	-	*	*	*	-	80%	-	-	80%	-	-	-	-	*
Grade 5																							
Reading	All Students	29%	18%	25%	*	*	20%	-	-	-	-	*	29%	*	29%	-	*	*	-	-	-	40%	
	CWD	8%	5%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	33%	21%	29%	*	*	*	-	-	-	-	*	33%	-	29%	-	*	*	-	-	-	-	*
	EL	15%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	27%	16%	*	*	*	*	-	-	-	-	-	*	*	*	-	*	-	-	-	-	-	*
	Female	32%	20%	*	-	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	*
Mathematics	All Students	24%	15%	56%	*	*	60%	-	-	-	-	*	63%	*	50%	-	*	20%	-	-	-	80%	
	CWD	9%	5%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	26%	17%	50%	*	*	*	-	-	-	-	*	57%	-	50%	-	*	20%	-	-	-	*	
	EL	14%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	25%	16%	*	*	*	*	-	-	-	-	-	*	*	*	-	*	-	-	-	-	-	*
	Female	23%	14%	20%	-	*	*	-	-	-	-	*	*	-	20%	-	-	20%	-	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	12%	7%	38%	*	*	40%	-	-	-	-	*	43%	*	29%	-	*	*	-	-	-	60%	
	CWD	6%	2%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	13%	7%	29%	*	*	*	-	-	-	-	*	33%	-	29%	-	*	*	-	-	-	*	
	EL	4%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	14%	9%	*	*	*	*	-	-	-	-	-	*	*	*	-	*	-	-	-	-	-	*
	Female	10%	4%	*	-	*	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	*
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							
All Subjects	All Students	67%	58%	92%	100%	91%	92%	-	-	-	*	90%	92%	67%	94%	-	94%	89%	-	-	-	91%	
	CWD	38%	28%	67%	-	-	86%	-	-	-	-	-	67%	67%	-	-	67%	-	-	-	-	80%	
	CWOD	71%	63%	94%	100%	91%	93%	-	-	-	*	90%	96%	-	94%	-	100%	89%	-	-	-	93%	
	EL	47%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	65%	55%	94%	100%	100%	97%	-	-	-	*	100%	93%	67%	100%	-	94%	-	-	-	-	-	96%
	Female	69%	61%	89%	100%	83%	87%	-	-	-	*	84%	92%	-	89%	-	-	89%	-	-	-	-	85%
Reading	All Students	68%	61%	95%	100%	100%	96%	-	-	-	*	93%	97%	*	97%	-	96%	95%	-	-	-	95%	
	CWD	35%	28%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	72%	67%	97%	100%	100%	95%	-	-	-	*	93%	100%	-	97%	-	100%	95%	-	-	-	95%	
	EL	46%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	63%	55%	96%	*	100%	100%	-	-	-	*	100%	94%	*	100%	-	96%	-	-	-	-	-	100%
	Female	72%	67%	95%	*	100%	90%	-	-	-	*	89%	100%	-	95%	-	-	95%	-	-	-	-	89%
Mathematics	All Students	65%	53%	89%	100%	82%	92%	-	-	-	*	86%	90%	*	93%	-	91%	86%	-	-	-	90%	
	CWD	39%	28%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	68%	57%	93%	100%	82%	95%	-	-	-	*	86%	96%	-	93%	-	100%	86%	-	-	-	95%	
	EL	49%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	65%	52%	91%	*	100%	93%	-	-	-	*	100%	89%	*	100%	-	91%	-	-	-	-	-	92%
	Female	65%	54%	86%	*	67%	90%	-	-	-	*	78%	92%	-	86%	-	-	86%	-	-	-	-	89%
Science	All Students	70%	60%	88%	*	*	80%	-	-	-	-	*	86%	*	86%	-	*	*	-	-	-	80%	
	CWD	42%	27%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	74%	65%	86%	*	*	*	-	-	-	-	*	83%	-	86%	-	*	*	-	-	-	*	
	EL	47%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	59%	*	*	*	*	-	-	-	-	-	*	*	*	-	*	-	-	-	-	-	*
	Female	71%	60%	*	-	*	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	*
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	41%	30%	67%	77%	61%	70%	-	-	-	*	45%	77%	56%	69%	-	74%	60%	-	-	-	74%	
	CWD	21%	13%	56%	-	-	71%	-	-	-	-	-	56%	56%	-	-	56%	-	-	-	-	60%	
	CWOD	44%	33%	69%	77%	61%	70%	-	-	-	*	45%	81%	-	69%	-	78%	60%	-	-	-	76%	
	EL	20%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	28%	74%	80%	73%	80%	-	-	-	*	50%	80%	56%	78%	-	74%	-	-	-	-	-	85%
	Female	42%	33%	60%	75%	50%	57%	-	-	-	*	42%	73%	-	60%	-	-	60%	-	-	-	-	60%

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Reading	All Students	44%	35%	72%	83%	80%	71%	-	-	-	*	57%	79%	*	74%	-	65%	80%	-	-	-	76%	
	CWD	20%	13%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	*
	CWOD	47%	39%	74%	83%	80%	71%	-	-	-	*	57%	84%	-	74%	-	68%	80%	-	-	-	-	79%
	EL	20%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	30%	65%	*	80%	71%	-	-	-	*	40%	72%	*	68%	-	65%	-	-	-	-	-	83%
	Female	48%	41%	80%	*	80%	70%	-	-	-	*	67%	91%	-	80%	-	-	80%	-	-	-	-	67%
Mathematics	All Students	37%	25%	66%	67%	45%	75%	-	-	-	*	36%	80%	*	68%	-	78%	52%	-	-	-	76%	
	CWD	21%	12%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	*
	CWOD	39%	27%	68%	67%	45%	76%	-	-	-	*	36%	85%	-	68%	-	84%	52%	-	-	-	-	79%
	EL	20%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	37%	24%	78%	*	60%	86%	-	-	-	*	60%	83%	*	84%	-	78%	-	-	-	-	-	83%
	Female	36%	25%	52%	*	33%	60%	-	-	-	*	22%	75%	-	52%	-	-	52%	-	-	-	-	67%
Science	All Students	43%	30%	50%	*	*	40%	-	-	-	-	*	57%	*	43%	-	*	*	-	-	-	60%	
	CWD	22%	14%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	*
	CWOD	46%	32%	43%	*	*	*	-	-	-	-	*	50%	-	43%	-	*	*	-	-	-	-	*
	EL	17%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	44%	31%	*	*	*	*	-	-	-	-	-	*	*	*	-	*	-	-	-	-	-	*
	Female	42%	28%	*	-	*	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	*
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	18%	10%	43%	38%	35%	49%	-	-	-	*	17%	55%	22%	45%	-	46%	40%	-	-	-	53%	
	CWD	7%	4%	22%	-	-	29%	-	-	-	-	-	22%	22%	-	-	22%	-	-	-	-	40%	
	CWOD	19%	11%	45%	38%	35%	52%	-	-	-	*	17%	60%	-	45%	-	51%	40%	-	-	-	55%	
	EL	7%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	9%	46%	20%	55%	53%	-	-	-	*	10%	55%	22%	51%	-	46%	-	-	-	-	-	59%
	Female	19%	11%	40%	50%	17%	43%	-	-	-	*	21%	54%	-	40%	-	-	40%	-	-	-	-	45%
Reading	All Students	18%	11%	47%	50%	40%	50%	-	-	-	*	29%	55%	*	51%	-	43%	50%	-	-	-	52%	
	CWD	6%	3%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	20%	12%	51%	50%	40%	57%	-	-	-	*	29%	64%	-	51%	-	53%	50%	-	-	-	58%	
	EL	7%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	16%	9%	43%	*	60%	50%	-	-	-	*	20%	50%	*	53%	-	43%	-	-	-	-	-	50%
	Female	21%	13%	50%	*	20%	50%	-	-	-	*	33%	64%	-	50%	-	-	50%	-	-	-	-	56%
Mathematics	All Students	17%	9%	41%	33%	27%	50%	-	-	-	*	7%	57%	*	43%	-	43%	38%	-	-	-	52%	
	CWD	8%	4%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	18%	10%	43%	33%	27%	52%	-	-	-	*	7%	62%	-	43%	-	47%	38%	-	-	-	53%	
	EL	8%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	18%	9%	43%	*	40%	50%	-	-	-	*	0%	56%	*	47%	-	43%	-	-	-	-	-	58%
	Female	16%	9%	38%	*	17%	50%	-	-	-	*	11%	58%	-	38%	-	-	38%	-	-	-	-	44%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	19%	10%	38%	*	*	40%	-	-	-	-	*	43%	*	29%	-	*	*	-	-	-	60%	
	CWD	8%	4%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	*	
	CWOD	20%	11%	29%	*	*	*	-	-	-	-	*	33%	-	29%	-	*	*	-	-	-	*	
	EL	4%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	20%	10%	*	*	*	*	-	-	-	-	-	*	*	*	-	*	-	-	-	-	-	*
	Female	18%	10%	*	-	*	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	*

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results for schools that are not high schools) for the 2020-21 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2020.

There is no data for this campus.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2021 Texas English Language Proficiency Assessment System (TELPAS) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

- Indicates there are no students in the group.

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

◇ Indicates data reporting does not meet for Minimum Size.

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Part (v): School Quality or Student Success (SQSS)

This section provides information on school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	67	72	62	70	-	-	-	*	51	48	-
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2020-21 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Participation Rate																	
All Subjects	All Students	91%	100%	85%	91%	-	-	-	*	100%	88%	100%	91%	-	94%	88%	-
	CWD	100%	-	-	100%	-	-	-	-	-	100%	100%	-	-	100%	-	-
	CWOD	91%	100%	85%	90%	-	-	-	*	100%	86%	-	91%	-	93%	88%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	94%	100%	79%	100%	-	-	-	*	100%	93%	100%	93%	-	94%	-	-
	Female	88%	100%	92%	82%	-	-	-	*	100%	81%	-	88%	-	-	88%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	91%	100%	83%	92%	-	-	-	*	100%	88%	*	91%	-	96%	87%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	91%	100%	83%	91%	-	-	-	*	100%	86%	-	91%	-	95%	87%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	96%	*	83%	100%	-	-	-	*	100%	95%	*	95%	-	96%	-	-
	Female	87%	*	83%	83%	-	-	-	*	100%	79%	-	87%	-	-	87%	-
Mathematics	All Students	94%	100%	92%	92%	-	-	-	*	100%	91%	*	93%	-	96%	91%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	93%	100%	92%	91%	-	-	-	*	100%	90%	-	93%	-	95%	91%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	96%	*	83%	100%	-	-	-	*	100%	95%	*	95%	-	96%	-	-
	Female	91%	*	100%	83%	-	-	-	*	100%	86%	-	91%	-	-	91%	-
Science	All Students	80%	*	*	83%	-	-	-	-	*	78%	*	78%	-	80%	80%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	78%	*	*	80%	-	-	-	-	*	75%	-	78%	-	*	80%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	80%	*	*	*	-	-	-	-	-	80%	*	*	-	80%	-	-
	Female	80%	-	*	*	-	-	-	-	*	*	-	80%	-	-	80%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	9%	0%	15%	9%	-	-	-	*	0%	12%	0%	9%	-	6%	12%	-
	CWD	0%	-	-	0%	-	-	-	-	-	0%	0%	-	-	0%	-	-
	CWOD	9%	0%	15%	10%	-	-	-	*	0%	14%	-	9%	-	7%	12%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	6%	0%	21%	0%	-	-	-	*	0%	7%	0%	7%	-	6%	-	-
	Female	12%	0%	8%	18%	-	-	-	*	0%	19%	-	12%	-	-	12%	-
Reading	All Students	9%	0%	17%	8%	-	-	-	*	0%	12%	*	9%	-	4%	13%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	9%	0%	17%	9%	-	-	-	*	0%	14%	-	9%	-	5%	13%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	4%	*	17%	0%	-	-	-	*	0%	5%	*	5%	-	4%	-	-
	Female	13%	*	17%	17%	-	-	-	*	0%	21%	-	13%	-	-	13%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	All Students	6%	0%	8%	8%	-	-	-	*	0%	9%	*	7%	-	4%	9%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	7%	0%	8%	9%	-	-	-	*	0%	10%	-	7%	-	5%	9%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	4%	*	17%	0%	-	-	-	*	0%	5%	*	5%	-	4%	-	-
	Female	9%	*	0%	17%	-	-	-	*	0%	14%	-	9%	-	-	9%	-
Science	All Students	20%	*	*	17%	-	-	-	-	*	22%	*	22%	-	20%	20%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	22%	*	*	20%	-	-	-	-	*	25%	-	22%	-	*	20%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	20%	*	*	*	-	-	-	-	-	20%	*	*	-	20%	-	-
	Female	20%	-	*	*	-	-	-	-	*	*	-	20%	-	-	20%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

There is no data for this campus.

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

There is no data for this campus.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.0	20.0%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

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

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2020-21 fiscal year.

To be updated by June 30th, 2022.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2020-21 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	4,966	1%	9	1%	-	-
Mathematics	4,961	1%	9	1%	-	-
Grade 4						
Reading	5,046	1%	10	1%	-	-
Mathematics	5,040	1%	10	1%	-	-
Grade 5						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	5,133	1%	10	1%	-	-
Mathematics	5,138	1%	10	1%	-	-
Science	5,130	1%	10	1%	-	-
Grade 6						
Reading	4,925	1%	9	1%	-	-
Mathematics	4,923	1%	9	1%	-	-
Grade 7						
Reading	4,586	1%	6	1%	-	-
Mathematics	4,581	1%	6	1%	-	-
Grade 8						
Reading	4,513	1%	6	1%	-	-
Mathematics	4,507	1%	6	1%	-	-
Science	4,492	1%	6	1%	-	-
End of Course						
English I	4,504	1%	10	1%	-	-
English II	4,092	1%	7	1%	-	-
Algebra I	4,514	1%	9	1%	-	-
Biology	4,424	1%	11	1%	-	-
All Grades						
All Subjects	85,481	1%	153	1%	-	-
Reading	37,771	1%	67	1%	-	-
Mathematics	33,664	1%	59	1%	-	-
Science	14,046	1%	27	1%	-	-

- Indicates there are no students in the group.

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Pacific Islander	* 42	* 58	* 25	* 4				
		Two or More Races	26 28	74 72	38 40	6 11				
		Econ Disadv	50 47	50 53	19 21	3 3				
		Students with Disabilities	79 73	21 27	8 10	1 2				
		English Language Learners	61 65	39 35	12 10	2 1				
	Mathematics	Overall	16 19	84 81	44 41	9 9				
		Black	24 35	76 65	32 20	3 2				
		Hispanic	19 27	81 73	35 28	4 3				
		White	8 11	92 89	59 52	16 12				
		American Indian	* 33	* 67	* 24	* 4				
		Asian	4 7	96 93	82 69	45 28				
		Pacific Islander	* 36	* 64	* 28	* 6				
		Two or More Races	9 16	91 84	51 44	9 10				
		Econ Disadv	21 29	79 71	32 26	3 3				
		Students with Disabilities	55 54	45 46	13 14	1 2				
English Language Learners	24 41	76 59	29 16	2 1						
Grade 8	Reading	Overall	33 27	67 73	25 34	2 4				
		Black	53 46	47 54	41 15	n/a 1				
		Hispanic	38 37	62 63	19 22	1 2				
		White	20 18	80 82	35 42	3 5				
		American Indian	* 41	* 59	* 19	* 1				
		Asian	8 13	92 87	59 57	11 13				
		Pacific Islander	* 37	* 63	* 25	* 2				
		Two or More Races	26 24	74 76	25 37	1 5				
		Econ Disadv	43 40	57 60	15 20	n/a 1				
		Students with Disabilities	81 68	19 32	3 7	n/a n/a				
	English Language Learners	66 72	34 28	4 4	n/a n/a					
	Mathematics	Overall	32 31	68 69	30 34	7 10				
		Black	48 53	52 47	16 14	2 2				
		Hispanic	37 43	63 57	21 20	3 4				
		White	20 20	80 80	44 44	13 13				
		American Indian	* 49	* 51	* 15	* 3				
		Asian	10 12	90 88	71 64	36 33				
		Pacific Islander	* 45	* 55	* 21	* 4				
		Two or More Races	25 27	75 73	41 38	11 12				
		Econ Disadv	41 46	59 54	19 18	2 3				
Students with Disabilities		73 73	27 27	5 6	1 2					
English Language Learners	60 72	40 28	8 5	1 1						

* Indicates reporting standards not met.

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

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

Part (xiii): Post-Secondary Enrollment

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2019-20 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	2.2%	0.0%	3.7%	2.4%	*	0.0%	-	*	3.7%	6.3%	-

- Indicates there are no students in the group.

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

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Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Total Students: 116
Grade Span: PK - 05

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

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

	Campus	District	State
Attendance Rate (2019-20)	99.2%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	10.0%	0.7%	12.7%
Hispanic	28.3%	93.6%	52.9%
White	55.0%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	1.7%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	5.0%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	22.4%	71.3%	60.3%
Special Education	8.6%	13.0%	11.1%
Emergent Bilingual/EL	2.6%	17.3%	20.7%
Mobility Rate (2019-20)	27.1%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	13.0%	19.1%	17.7%
Grade 1	20.0%	19.9%	18.0%
Grade 2	13.0%	19.3%	18.0%
Grade 3	19.0%	18.3%	18.2%
Grade 4	16.0%	19.3%	18.3%
Grade 5	14.0%	20.3%	19.8%

School Financial Information (2019-20)

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

	Campus	District	State
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$9,128	\$10,349	\$10,406
Instruction	\$5,765	\$5,401	\$5,929
Instructional Leadership	\$28	\$205	\$173
School Leadership	\$1,423	\$507	\$620

Texas Education Agency 2020-21 School Report Card

STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	92%	100%	90%	90%	-	-	-	*	88%
	2019	78%	72%	91%	77%	94%	93%	-	*	-	-	96%
ELA/Reading	2021	68%	62%	97%	100%	100%	96%	-	-	-	*	93%
	2019	75%	69%	98%	80%	100%	100%	-	*	-	-	100%
Mathematics	2021	66%	54%	90%	100%	78%	92%	-	-	-	*	86%
	2019	82%	77%	88%	80%	92%	86%	-	*	-	-	89%
Writing	2021	58%	51%	87%	*	*	80%	-	-	-	*	80%
	2019	68%	58%	75%	*	*	86%	-	-	-	-	*
Science	2021	71%	60%	88%	*	*	80%	-	-	-	-	*
	2019	81%	75%	100%	*	*	100%	-	-	-	-	*
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	66%	73%	57%	65%	-	-	-	*	44%
	2019	50%	40%	68%	38%	68%	74%	-	*	-	-	46%
ELA/Reading	2021	45%	36%	77%	83%	88%	71%	-	-	-	*	57%
	2019	48%	38%	78%	60%	75%	82%	-	*	-	-	56%
Mathematics	2021	37%	25%	65%	67%	33%	75%	-	-	-	*	36%
	2019	52%	43%	65%	40%	58%	73%	-	*	-	-	22%
Writing	2021	30%	21%	47%	*	*	40%	-	-	-	*	40%
	2019	38%	28%	33%	*	*	29%	-	-	-	-	*
Science	2021	44%	30%	50%	*	*	40%	-	-	-	-	*
	2019	54%	43%	82%	*	*	100%	-	-	-	-	*
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	42%	40%	33%	43%	-	-	-	*	18%
	2019	24%	17%	32%	23%	16%	40%	-	*	-	-	17%
ELA/Reading	2021	18%	11%	49%	50%	38%	50%	-	-	-	*	29%
	2019	21%	13%	38%	40%	17%	45%	-	*	-	-	33%
Mathematics	2021	18%	9%	43%	33%	22%	50%	-	-	-	*	7%
	2019	26%	20%	38%	20%	25%	45%	-	*	-	-	0%
Writing	2021	9%	4%	27%	*	*	10%	-	-	-	*	20%
	2019	14%	8%	0%	*	*	0%	-	-	-	-	*
Science	2021	20%	10%	38%	*	*	40%	-	-	-	-	*
	2019	25%	16%	27%	*	*	50%	-	-	-	-	*
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	93%	100%	87%	93%	-	-	-	100%	100%
	2019	99%	99%	99%	100%	100%	99%	-	*	-	-	100%
ELA/Reading	2021	89%	94%	91%	100%	83%	92%	-	-	-	*	100%
	2019	99%	99%	100%	100%	100%	100%	-	*	-	-	100%
Mathematics	2021	88%	93%	94%	100%	92%	92%	-	-	-	*	100%
	2019	100%	100%	100%	100%	100%	100%	-	*	-	-	100%

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.