

# RUBEN CHAVIRA ELEMENTARY

## Campus Improvement Plan

### 2021/2022

*Este plan de mejoramiento del campus está disponible en español a pedido.  
Por favor, póngase en contacto con la oficina de la escuela.*

*Laura Langton, Principal*

*Ruben Chavira Elementary  
We are Better Together*

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Date Reviewed: 09/13/2021

Date Approved: 09/13/2021

# RUBEN CHAVIRA ELEMENTARY

## **Mission**

*Our school community will promote leadership skills to empower our students to become responsible and educated citizens.*

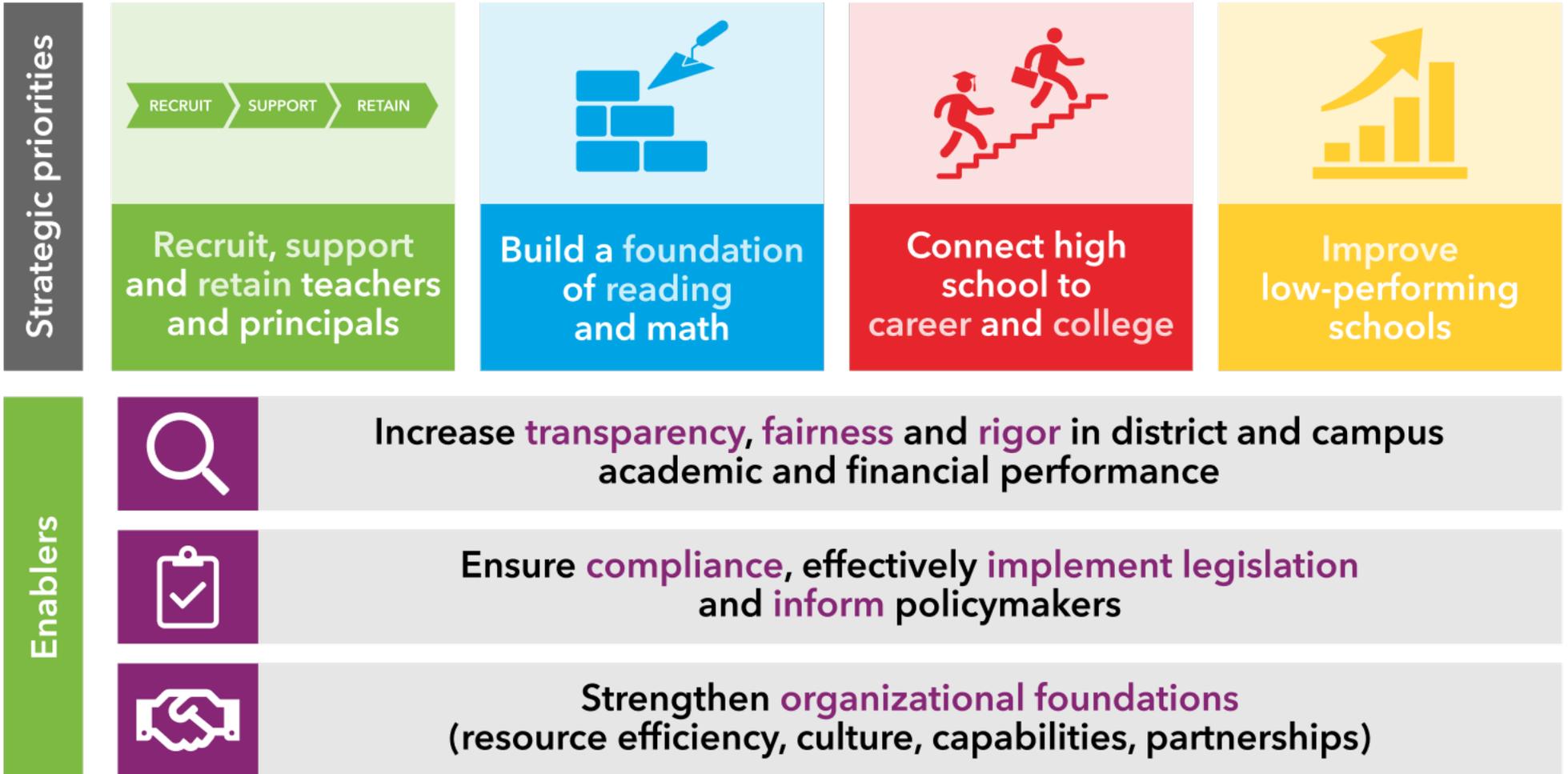
## **Vision**

*Creating leaders one child at a time.*

### Nondiscrimination Notice

RUBEN CHAVIRA ELEMENTARY 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>*

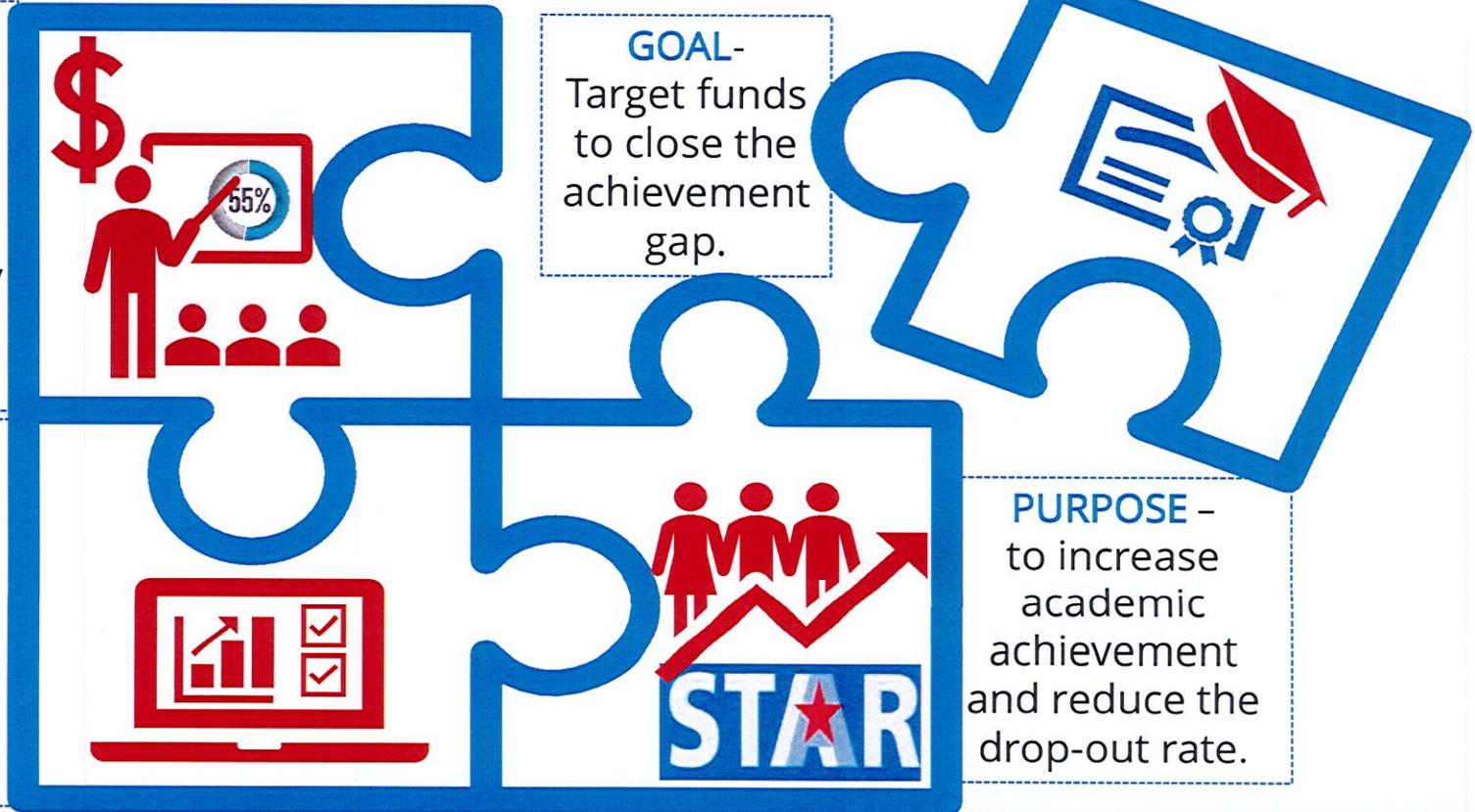
# State Compensatory Education Program

**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



# RUBEN CHAVIRA ELEMENTARY Site Base

Name	Position
Benavidez, Patricia	Coach
Cardenas, Racquel	5th Grade Teacher
Hernandez, Brenda	4th Grade Teacher
Martinez, Hilda	2nd Grade Teacher
Simon, Rosalinda	3rd grade Teacher
Diaz, Emily	Kinder Teacher
Langton, Laura	Principal
Martinez, Manuel	Parent
Calderon, Alexandra	Parent
Lopez, Jaime	Business Representative
Langton, Joel	Community Representative



## **Introduction**

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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**

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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**

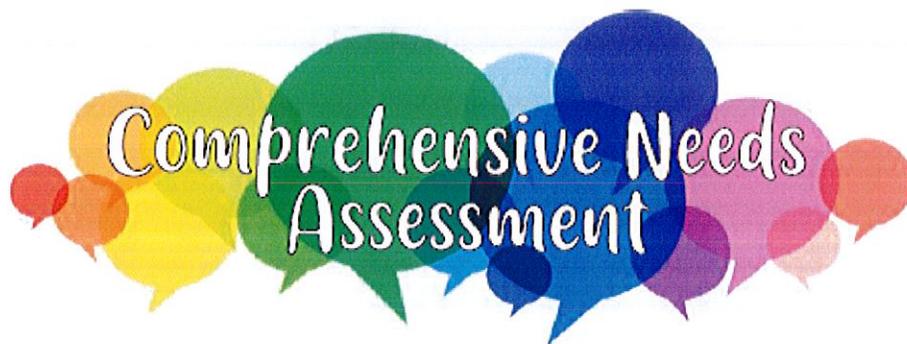
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This template is meant to be a starting point for reviewing data, recognizing strengths and needs, and prioritizing goals for a district or campus CNA. Each tab focuses on one of the six factors (above). The final tab will auto-fill with the recognized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

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

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- 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: Ruben Chavira Elementary

Date: 5/26/2021

Role	Name	Signature
Parent	Manuel Martinez	via Zoom
Parent	Alexandra Calderon	via Zoom
Business Representative	Jaime Lopez	via Zoom
Community Representative	Joel Langton	via Zoom
Teacher	Brenda Jalomos	via Zoom
Teacher	Hilda Martinez	via Zoom
Teacher	Mia Smith	via Zoom
Teacher	Richard Hernandez	via Zoom
Teacher	Raquel Cardenas	via Zoom
Bilingual Strategist	Lourdes McClellan	via Zoom
Counselor	Debbie Escamilla	via Zoom
School Nurse	Jessica Wright	via Zoom

*\* 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 Ruben Chavira

<b>Utilized Data Sources: These will automatically populate from your CNA worksheets</b>
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2020-2021 Benchmark/STAAR Results	Curriculum Dashboard and Assessments	0
Staff Listing and Projected Teams for 2021-2022 and Budget for 2021-22	2020-2021 Benchmark Results	RCE Staff Listing and Projected Teams for 2021-2022
0	Professional Development input and 2021-2022 Budget	Attendance Data and Special Populations counts
Extra Curricular and Community Involvement	Discipline and Referral Data	Campus Cleanliness and Budget for 2021-22
2020-2021 Benchmark Results	Curriculum Dashboard and Assessments	0
GT Enrollment and Budget for 21-22	Parental involvement activities and AR night w/Sign in sheets	0
Home Visit records	HBI rates	Facility needs
Instructional Materials inventory	Technology needs	Budget for 2020-2021

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
	<p>Sandra Garza Math curriculum implemented in Kindergarten for 2021-2022 School year. This allows for vertical alignment for all grade levels on campus.</p> <p>Leadership meetings allow for teachers to have a voice and team leaders to troubleshoot and collaborate with the school admin team in areas important to student achievement.</p>	<p>Computer based instruction availability on a daily basis is needed along with parental trainings to support programs at home. Implement "Digital Citizenship" classes for students and parents.</p> <p>An increase in vertical planning would impact student achievement by promoting the use of common techniques, strategies and language throughout the school.</p>	<p>Technology and support at home for students regarding remote instruction.</p> <p>Vertical alignment plan for K-2 and 3-5</p>

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Academic Achievement</b>	<p>Summative testing, benchmarks, TPRI tests and AR Renaissance assessments used in disaggregating data on Data/ RTI days has shown to be valuable information. The use of the Data binders for grades K- 5 provides an essential tracking tool of student achievement and facilitates more purposeful planning.</p> <p>The Rewards program for Special Education population promises growth for this population when used faithfully. Inclusion for SPED students in the regular education setting has allowed for more meaningful classroom experiences for the students and has stimulated important conversations between SPED and regular education teachers.</p> <p>The counselor informing staff of Child Study process and facilitating discussions that encourage the early identification of academic issues has impacted achievement through earlier intervention.</p> <p>Early implementation of intervention program during the school day to help close academic gaps. Technology will be one-to-one with each student having a Chromebook from K-5th grades.</p>		<p>Online learning tools using current technology that the campus currently has.</p>
	<p>Planning protocol increases teacher capacity among all grade levels.</p>	<p>Digital component training for ELA adoption for classroom use and home integration.</p>	<p>Thorough training for K-5 of the ELA adoption.</p>

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Staff Quality</b>	<p>Experience - Many of our staff members have much experience and use that to increase teacher capacity among their clusters and the school.</p> <p>RTI Days are effective for tracking student progress and planning targeted interventions which has improved the quality of targeted instruction from teachers.</p> <p>Teamwork within clusters is a strength at our school.</p>	<p>Implement training for 1st &amp; 2nd year teachers based on their needs in the classroom.</p> <p>Staff development on characteristics of Dyslexia and classroom interventions provided on consistent basis by the Dyslexia therapist to increase teacher capacity in that area.</p> <p>A GT program which provides high level of student engagement and higher order thinking skills and fosters the teachers' abilities to provide enrichment in the classroom.</p>	<p>Understanding CDC guidelines to reopen.</p> <p>Effective GT enrichment - solid program</p>
<b>School Climate/ Safe &amp; Healthy Schools</b>	<p>The school offers a plethora of after school activities for students from all grade levels (Dexters Science Club, Art Club, STUCO, UIL, etc.)</p> <p>Remodel of campus to include limited access except through badge use has made for a safer school.</p> <p>A lobby/foyer clear of visitors has created a safer feel for students and staff.</p>	<p>An increase of parental involvement that is purposeful in a need on our campus. Possibly starting a PTO</p> <p>How to get parents involved again in a safe way post-covid.</p> <p>Keeping any spread of covid low by using safety measures as needed.</p>	<p>Dealing with difficult parents, situations and possible dangerous intruders.</p> <p>Effective parental involvement.</p> <p>How to manage keeping parents involved despite social distancing.</p>

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>College &amp; Career Readiness/ Graduation/ Dropout Reducation</b>	<p>Parent involvement in school (volunteers) Raffles and incentives for good grades and attendance</p> <p>Track student improvement or lack of and create a plan to help them get back on track.</p> <p>Career fair, PTO committee</p> <p>LAFB Mentoring Program</p> <p>TTESS feedback for teacher improvement</p>	<p>GT enrichment, grammar mterials for K-2,</p> <p>Grade appropriate College day presenations for students, virtual college tours, college shirt day</p>	<p>GT enrichment</p> <p>Have CTE more involved at the elementary level.</p> <p>College presentations, focus on college</p>
<b>Family and Community Involvement</b>	<p>Parental Involvement activities &amp; AR nights</p> <p>All students will have a Chromebook available to them during instruction time.</p> <p>At RCE, a mentor program with military personnel was provided to students to implement a positive role model in their academic achievements.</p> <p>Cougar Closet provided assistance to critical families in need with a food bag, hygiene products, clothes, backpacks, school supplies and various winter essential clothing items.</p>	<p>Maintaining Cougar Closet</p> <p>Encouraging parents to be a part of campus programs and have a voice for needs for the</p>	<p>Student access to technology and availability at home</p> <p>Keeping parents involved despite social distancing.</p>
	<p>Suitable transportation for students to and from school.</p>	<p>Blended learning opportunities incorporated at the BOY. Ensure there is a consistency across the district with a computer-based program for all or most grade levels.</p>	<p>Consistency for computer based programs for all students to access.</p>

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>District/Campus Commitments</b>	<p>All students provided free meals during school. Tardy procedures in place for students to obtain breakfast bag.</p> <p>Instructional resources are available with processes in place for check-out and check-in process to run smoothly. Inventory is maintained by school librarian and Instruction Student Support (ISS).</p> <p>Ensuring strategies for homeless students initiated by the McKinney-Vento Federal Law are being followed to meet students' needs. Students who are homeless along with low income students, have educational resources, transportation, clothing (Cougar Closet), &amp; food (Cougar Closet).</p>	<p>Preventative maintenance needed for current technology and increase availability of devices for student use. Include age appropriate apps on all devices for student use.</p>	<p>BOY survey to assess needs for technology.</p> <p>Assess current technology and infrastructure to make sure it will handle the needs of the campus.</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.

# RUBEN CHAVIRA ELEMENTARY

**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 May 2022, STAAR Math scores for 4th & 5th grade will show growth for 75% of our HB 4545 students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze campus data for continued improvement in student achievement and instructional decision-making using DMAC as resources including state assessment data (STAAR) and TELPAS and district assessments. (Title I SW: 1,2,3,6,8) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2021-May 2022	(F)Title I	Criteria: Summatives, Formatives, Planning Minutes, Plans of Action, Increase of student achievement  06/29/22 - Completed (S) 03/09/22 - On Track 11/08/21 - Some Progress
2. Schedule at-risk and Tier 2 and Tier 3 students an additional 30-60 minutes of: small group instruction, independent instruction, and targeted tutoring during school.  Using HB4545 guidelines, 4th & 5th grade students will receive required interventions of a minimum of 30 minutes per week per subject. (Title I SW: 2,3) (Target Group: All,AtRisk,4th,5th) (Strategic Priorities: 2)	Campus Administrators, Counselors, Strategists, Teachers	August 2021-May 2022	(F)Title I, (S)Local Funds	Criteria: Report cards, progress reports, formative and summative assessments, iStation reports, DMAC reports, STAAR scores  06/29/22 - Completed (S) 03/08/22 - On Track 11/08/21 - Some Progress
3. Provide supplemental STAAR materials for 4th & 5th grades in all STAAR academic subjects for improvement in student achievement. (Lonestar Math and Reading, Countdown to STAAR, Fast Focus, Brainpop, Edmentum). (Title I SW: 3,9,10) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2)	Campus Administrators, Teachers	August 2021 - May 2022	(F)Title I, (S)State Compensatory - \$8,138.88	Criteria: Lesson Plans, Intervention Plans, Formatives and Summative, Increase in STAAR performance.  06/29/22 - Completed (S) 03/04/22 - On Track 11/08/21 - Some Progress
4. Continued implementation the curriculum with vertical and horizontal alignment in place in all subject areas. (Title I SW: 2,3,10) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Strategists, Teachers	August 2021 - May 2022	(F)Title I, (S)Local Funds	Criteria: Lesson Plans District Curriculum Committee Cluster Meeting Notes Walk-Throughs Student Performance Results STAAR  06/29/22 - Completed 03/07/22 - On Track 11/08/21 - Some Progress
5. Monitor students in special populations	Campus Administrators,	August 2021 -	(F)Title I, (S)Local Funds	Criteria: Analyze DMAC and other

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**Objective 1.** By May 2022, STAAR Math scores for 4th & 5th grade will show growth for 75% of our HB 4545 students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
through student performance, attendance and participation, based on progress reports, report card grades, PEIMS intervention forms and formal evaluation programs: TELPAS, STAAR, and TERRA NOVA. (Title I SW: 3,4,5,8,9) (Target Group: Migrant,EB,SPED,GT,AtRisk,Dys) (Strategic Priorities: 2)	Cluster/Department Leaders, Strategists, Teachers	May 2022		relevant reports.  06/29/22 - Completed (S) 03/08/22 - On Track 11/08/21 - Some Progress
6. Provide job-embedded professional development in math for teachers via planning protocol. Teachers shall use Planning Protocol Dashboard to access the district curriculum documents. (Title I SW: 1,2,3,4,8,9,10) (Target Group: 4th,5th) (Strategic Priorities: 1,2)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2021 - May 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Summative- Formative Participation Log, CWT Summatives: Unit Assessments, T-TESS  06/29/22 - Completed (S) 03/07/22 - On Track 11/08/21 - Some Progress
7. 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 SW Elements: 1.1,2.5) (Target Group: AtRisk) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers	June 2021-June 2022	(S)State Compensatory	Criteria: Payroll/HR Documentation  06/29/22 - Completed (S) 03/08/22 - On Track 11/08/21 - On Track

# RUBEN CHAVIRA ELEMENTARY

- 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.** By May 2022, STAAR Reading scores will show growth for 75% of our HB 4545 students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue the Accelerated Reader program in grades K-5 to motivate students to read, increase student reading endurance, comprehension, fluency, and performance on assessments (Renaissance Learning) (Title I SW: 3,9,10) (Target Group: All) (Strategic Priorities: 2)	Librarian, Teachers	August 2021 - May 2022	(S)State Compensatory - \$18,275.56	Criteria: AR Reports, Increase in student STAAR Reading performance  06/29/22 - Completed (S) 11/08/21 - Some Progress
2. Provide focused intervention and remediation in reading for identified students on a regular basis. HB4545 students will receive a minimum of 30 minutes of interventions per week. (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2021 - May 2022	(F)Title I	Criteria: Improved cycle grades, growth on summative, increase in AR levels.  06/29/22 - Completed (S) 11/08/21 - Some Progress
3. Provide job-embedded professional development in reading for teachers via planning protocol. Teachers shall use Planning Protocol Dashboard to access the district curriculum documents. (Title I SW: 1,2,3,4,8,9,10) (Title I TA: 1,2,3,4,5,6,7,8) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders, Strategists	August 2021 - May 2022	(F)Title IIA Principal and Teacher Improvement	Criteria: Summative- Formative Participation Log, CWT Summatives: Unit Assessments  06/29/22 - Completed (S) 11/08/21 - Some Progress

# RUBEN CHAVIRA ELEMENTARY

- 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 June 2022, STAAR Science scores will improve by 10% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide hands on lab experiments during science instruction. (Target Group: All,SPED) (Strategic Priorities: 3,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021 - May 2022	(F)Title I, (S)Local Funds	Criteria: Improved cycle grades and reduced failure rate. (Data disaggregated by ED, at risk, LEP, special education, 504)  06/29/22 - Completed (S) 11/15/21 - Some Progress
2. Differentiate lab activities to address the needs of special education students in science. (Title I SW: 1,2,3,8,10) (Target Group: SPED) (Strategic Priorities: 3)	ARD Committee, Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Instructional Coaches, Teachers	August 2021 - June 2022	(F)Title I, (S)Local Funds	Criteria: STAAR Test Summatives Comparative grades per 6 weeks  06/29/22 - Completed (S) 11/15/21 - Some Progress
3. Build academic science vocabulary throughout all grade levels by writing regular science journals. (Target Group: SPED) (Strategic Priorities: 2,3)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2020 - June 2021	(F)Title I, (O)Local Districts, (S)Local Funds	Criteria: Science journals, Formatives, Summatives, Benchmarks and STAAR  06/29/22 - Completed (S) 11/15/21 - Some Progress
4. Provide inclusion for special education students during science instruction in the classrooms/labs to provide support by special ed teacher. (Title I TA: 1,2,3,4,5,6,8) (Target Group: SPED) (Strategic Priorities: 2,3)	ARD Committee, Campus Administrators, Teachers	August 2021 - May 2022	(F)IDEA Special Education, (S)Local Funds	Criteria: Formatives, Summatives, Benchmarks and STAAR  06/29/22 - Completed (S) 11/15/21 - Some Progress
5. Provide job-embedded professional development in science for teachers via planning protocol. Teachers shall use Planning Protocol Dashboard to access the district curriculum documents. (Title I SW: 1,2,3,4,5,8,9,10) (Title I TA: 3,4) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Strategists	August 2021 - June 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Summative- Planning protocol  Summative: Local assessments  06/29/22 - Completed (S) 11/15/21 - Some Progress

# RUBEN CHAVIRA ELEMENTARY

**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.** By June 2022, the percentage of students achieving LEVEL III STAAR scores will increase by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase academic performance of GT students on all STAAR assessments to include 100% distinguished performance in grades 3-5 through staff development. (Title I SW: 3,8,9) (Target Group: GT) (Strategic Priorities: 1,2,3)	Campus Administrators, Teachers	August 2021 - May 2022	(F)Title I, (S)Local Funds	Criteria: STAAR Scores, Summatives  06/25/21 - Some Progress (S)

# RUBEN CHAVIRA ELEMENTARY

- 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 the end of the 2022 school year, Ruben Chavira Elementary will have a sound initiative in the education and prevention of bullying for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RCE staff will implement classroom management plans and a campus wide management plan to monitor classroom and campus management. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 2,3,4)	Campus Administrators, Counselors, Teachers	August 2021 - May 2022	(S)Local Funds	Criteria: Discipline Reports PEIMS Data Behavior Plans Decrease in Discipline Referrals  06/29/22 - Completed (S) 11/15/21 - Some Progress 11/15/21 - Some Progress
2. Provide Del Rio Cares guidance lessons consistently weekly and based on grade level needs which include the teaching of the Six Pillars of Character in grades K-5. (Title I SW: 3) (Target Group: All) (Strategic Priorities: 3)	Counselors, Teachers	August 2021 - May 2022	(F)Title IV SSAEP, (S)Local Funds	Criteria: Formative - Guidance Lessons Schedule Counselor Schedules Lesson Plans Walk Throughs  06/29/22 - Completed (S) 11/15/21 - Some Progress
3. Provide training to parents on identifying and dealing with bullying through online platform meeting. (Title I SW: 1,3) (Target Group: All)	Parental Aides	One per Semester	(F)Title I, (F)Title IV SSAEP	Criteria: Meeting agenda and sign in sheets.  06/29/22 - Completed (S) 11/15/21 - Some Progress
4. RCE Staff will continue to utilize the KeepNTrack Security system for all visitors on campus; substitute teachers, visitors, and parents wear badges provided by the office upon signing in using the KeepNTrack system. (Title I SW: 6,10) (Target Group: All) (Strategic Priorities: 1,3)	Attendance Staff, Campus Administrators, Parental Aides	August 2021 - May 2022	(O)Local Districts	Criteria: KeepNTrack Reports Visibility of badges on campus  06/29/22 - Completed (S) 11/15/21 - Pending
5. Provide targeted instruction to students identified in need of intervention with small group instruction, after school tutorials and in-school tutorials. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Teachers	August 2021 - May 2022	(F)Title I, (S)Local Funds	Criteria: Summative scores, AR level  06/29/22 - Completed (S) 11/15/21 - Some Progress

# RUBEN CHAVIRA ELEMENTARY

**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.** By the end of 2022, the school's organization shall involve the recruitment and retention of 100% highly qualified staff (professional and paraprofessionals.)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing professional development and support for new teachers via mentor and/or cluster leader and planning protocol. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2021 - May 2022	(F)Title IIA Principal and Teacher Improvement	Criteria: Planning protocol DMAC (Forworks for CWT) T-TESS and local assessment Mentoring meetings - sign in  06/29/22 - Completed (S) 11/16/21 - Some Progress

# RUBEN CHAVIRA ELEMENTARY

**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.** Due to COVID-19, school will implement necessary measures to carry out curriculum and instruction for all students providing a safe learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Chromebooks will be 1:1 for all students. Teachers will be able to utilize these for whole group and small group instruction. (Target Group: All)	Campus Administrators, Chief Instructional Officers	August 2021 - May 2022	(F)Federal Grant, (S)Technology Grant	Criteria: Inventory and distribution logs  03/09/22 - Completed 11/16/21 - Significant Progress
2. Health and safety measures provided with necessary materials for all school areas including but not limited to sanitizers, masks, Synexis air cleaners, disinfectant spray, etc. (Target Group: All)	Campus Administrators, Health, Safety & Nutrition Coordinator	August 2021 - May 2022	(F)Federal Grant	Criteria: Inventory and distribution logs  06/24/21 - Completed (S) 02/03/21 - Significant Progress

# RUBEN CHAVIRA ELEMENTARY

**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.** Continue to impart high-quality professional development for all teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue with implementation of planning protocol (job embedded professional development) and participation in subject-specific collaborative planning for horizontal and vertical alignment at the campus and district level. Planning Protocol will happen during the day 3 hours per week per subject (math & ELA). (Title I SW: 1,3,4,9,10) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Curriculum Coordinators, Directors, Strategists	August 2021 - May 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Summative-Documentation of teacher walk throughs, sign in logs, planning guides or planning protocol documents.  06/29/22 - Completed (S) 11/16/21 - Some Progress
2. Training for teachers on the Texas Teacher Evaluation and Support System-TTESS. This training will correlate with NIET initiatives. (Title I SW: 4,5) (Target Group: All)	Campus Administrators	August 2021 - May 2022	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Criteria: Meeting agendas, sign in sheets.  06/29/22 - Completed (S) 11/16/21 - Some Progress
3. Provide early literacy training for upper grade bilingual teachers. (Title I SW: 2,3,5) (Target Group: ESL,EB)	Bilingual Department, Campus Administrators, Cluster/Department Leaders, Directors, Strategists, Title I Coordinator	August 2021 - May 2022	(F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL	Criteria: Training agenda, sign in sheets.  06/29/22 - Completed (S) 11/16/21 - Some Progress
4. Provide opportunities for teachers to receive training on classroom management and discipline techniques for children who require tier 3 behavior interventions. (Title I SW: 3,4,9) (Target Group: AtRisk) (Strategic Priorities: 1)	Campus Administrators, Counselors	August 2021 - May 2022	(F)Title III Bilingual / ESL, (S)Local Funds	Criteria: Formative-Discipline referrals, Child Study documentation and grades.  06/29/22 - Completed (S) 11/16/21 - Some Progress

# RUBEN CHAVIRA ELEMENTARY

**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.** By the end of 2022, 90%, of all federal, state, and local funds will be reviewed for optimal results regarding parental involvement activities, instructional programs and materials, professional development, and campus-wide reform strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that funds are expended on the activities identified in the campus improvement plan, such as resource room/library supplies, books and subscriptions, custodial supplies, technology supplies, and postage. (Title I SW: 1,2,10) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Counselors, Teachers	August 2020 - June 2021	(F)Title I, (O)Local Districts	<p>Criteria: Summative-Review campus improvement plan (CIP) with CPDM quarterly. Maintain documentation of CPDM meetings (agenda, sign in log, and minutes)</p> <p>Archived purchase orders.</p> <p>06/29/22 - Completed (S)</p>

# RUBEN CHAVIRA ELEMENTARY

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

**Objective 1.** At the end of the 2022 school year, the attendance rate at Ruben Chavira Elementary will be at 92% or better via daily monitoring of attendance records, positive behavior support, enforcement of the compulsory attendance law, and accurate record keeping.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ruben Chavira Elementary Attendance Committee will monitor and meet as necessary to review and establish intervention plans for students with excessive absences. (Title I SW: 1,2,6,9) (Target Group: All,AtRisk)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Parents, Teachers	August 2021 - June 2022	(F)Title I	Meeting agendas and sign in sheets.  06/30/22 - Completed (S) 11/18/21 - Some Progress
2. Teachers will work with families to promote the importance of attendance. They will use phone calls, Class Dojo messages, emails, etc. to communicate with parents about attendance and help as needed. (Title I SW: 1,2,8,9) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators	August 2021 - June 2022	(F)Title I	Criteria: Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.  06/30/22 - Completed (S) 11/18/21 - Some Progress

# RUBEN CHAVIRA ELEMENTARY

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

**Objective 2.** By May 2022, parent participation at Ruben Chavira Elementary will increase by 25%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ruben Chavira Elementary will continue to provide opportunities for parents/guardians to participate in their child's education through activities such as but not limited to: Meet the Teacher Orientations, Open House, and activities, Library-AR Nights, holiday celebrations, Career Day, Awards Assemblies, 5th Grade Promotion, Kinder Promotion, Art Night, PE Night, Musical events. Some of these events may be online and/or in person due to the Covid-19 pandemic and the health guidelines that surround it. (Title I SW: 3,6,9,10) (Target Group: All)	Campus Administrators, Counselors, Librarian, Parental Aides, Parents, Teachers	August 2021 - May 2022	(F)Title I, (S)Local Funds	Criteria: Sign in sheets  06/30/22 - Completed (S) 11/16/21 - Some Progress
2. Provide ongoing communication to parents to relay information about events, activities, school functions, presentations and trainings via banners, brochures, newsletters, calendars, updated campus webpage, etc. in English and Spanish. (Title I SW: 3,6,9,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides	August 2021 - June 2022	(S)Local Funds	Criteria: Copies of documents sent out. Calendar dates of when items went to parents.  06/30/22 - Completed (S) 11/16/21 - Some Progress
3. Provide training for parents to properly utilize Skyward as a means to periodically check student progress. (Target Group: All)	Campus Administrators, Parental Aides, Teachers	One per Semester and As requested	(F)Title I, (S)Local Funds	Criteria: Sign in sheets  06/30/22 - Completed (S) 02/03/21 - Some Progress 10/01/20 - Some Progress
4. Provide parents and community the opportunity to volunteer at Ruben Chavira Elementary via VIP Club (Very Important Parents). Visitors aren't allowed at the beginning of the school year but hoping that we can allow them as the Covid restrictions lessen. (Title I SW: 1,6,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Librarian, Parental Aides, Strategists, Teachers	August 2021 - May 2022	(F)Title I, (S)Local Funds	Criteria: Visitor sign in sheet (paper or virtual).  06/30/22 - Completed (S) 11/18/21 - Some Progress 02/03/21 - Pending 10/05/20 - Pending 10/01/20 - Discontinued

# RUBEN CHAVIRA ELEMENTARY

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

**Objective 3.** Throughout the 2021-2022 school year, Ruben Chavira Elementary will provide opportunities for partnerships with civic, social and educational organizations for the educational enrichment of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with different entities in the local area to provide guest speakers and events from grade levels K-5. (Title I SW: 6,9,10) (Target Group: All)	Campus Administrators, Counselors, Parental Aides, Parents	August 2021 - May 2022	(F)Title I, (S)Local Funds	Criteria: Calendar of events, sign in sheets  06/30/22 - Completed (S) 12/13/21 - Some Progress 11/18/21 - No Progress
2. Partner with Amistad National Park Service: Series of Educational Seminars emphasizing the Sciences. This could take place on an online platform. (science labs and equipment) (Title I SW: 3,10) (Target Group: All,2nd,3rd,4th,5th)	Campus Administrators, Teachers	August 2020 - June 2021	(S)Local Funds	Criteria: Lab schedule (if scheduled in the future), or online schedule  06/30/22 - Pending (S) 11/18/21 - No Progress

# 2019-20 Texas Academic Performance Report

District Name: **SAN FELIPE-DEL RIO CISD**

Campus Name: **RUBEN CHAVIRA EL**

Campus Number: **233901111**

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

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District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: RUBEN CHAVIRA EL  
 Campus Number: 233901111

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

Total Students: 471  
 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 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)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																
<b>Grade 3 Reading</b>																
At Approaches Grade Level or Above	2019	76%	65%	50%	-	50%	-	-	-	-	29%	-	52%	*	48%	41%
	2018	77%	65%	79%	*	77%	*	-	-	-	50%	*	78%	82%	78%	71%
At Meets Grade Level or Above	2019	45%	32%	21%	-	21%	-	-	-	-	14%	-	22%	*	18%	11%
	2018	43%	31%	42%	*	40%	*	-	-	-	38%	*	43%	36%	35%	29%
At Masters Grade Level	2019	27%	18%	13%	-	13%	-	-	-	-	0%	-	14%	*	11%	5%
	2018	25%	16%	20%	*	18%	*	-	-	-	13%	*	18%	27%	14%	12%
<b>Grade 3 Mathematics</b>																
At Approaches Grade Level or Above	2019	79%	66%	58%	-	58%	-	-	-	-	29%	-	60%	*	55%	43%
	2018	78%	65%	71%	*	69%	*	-	-	-	56%	*	70%	75%	64%	50%
At Meets Grade Level or Above	2019	49%	32%	28%	-	28%	-	-	-	-	21%	-	29%	*	28%	16%
	2018	47%	31%	38%	*	37%	*	-	-	-	44%	*	39%	33%	30%	27%
At Masters Grade Level	2019	25%	12%	7%	-	7%	-	-	-	-	0%	-	7%	*	8%	5%
	2018	23%	11%	16%	*	14%	*	-	-	-	22%	*	16%	17%	9%	9%
<b>Grade 4 Reading</b>																
At Approaches Grade Level or Above	2019	75%	70%	71%	-	71%	*	-	-	-	56%	*	74%	50%	68%	56%
	2018	73%	64%	71%	*	70%	*	-	-	-	60%	*	70%	80%	66%	62%
At Meets Grade Level or Above	2019	44%	37%	38%	-	39%	*	-	-	-	33%	*	40%	25%	35%	30%
	2018	46%	35%	38%	*	40%	*	-	-	-	50%	*	37%	47%	33%	29%
At Masters Grade Level	2019	22%	19%	15%	-	15%	*	-	-	-	11%	*	17%	0%	12%	7%
	2018	24%	15%	14%	*	15%	*	-	-	-	10%	*	16%	7%	11%	3%
<b>Grade 4 Mathematics</b>																
At Approaches Grade Level or Above	2019	75%	65%	82%	-	82%	*	-	-	-	56%	*	83%	75%	80%	82%
	2018	78%	65%	74%	*	74%	*	-	-	-	55%	*	72%	81%	71%	66%
At Meets Grade Level or Above	2019	48%	35%	49%	-	49%	*	-	-	-	33%	*	47%	63%	41%	50%
	2018	49%	32%	33%	*	34%	*	-	-	-	45%	*	31%	44%	31%	23%
At Masters Grade Level	2019	28%	18%	22%	-	22%	*	-	-	-	11%	*	21%	25%	16%	21%
	2018	27%	13%	12%	*	13%	*	-	-	-	18%	*	13%	6%	9%	9%
<b>Grade 4 Writing</b>																
At Approaches Grade Level or Above	2019	67%	56%	61%	-	60%	*	-	-	-	33%	*	62%	50%	56%	50%
	2018	63%	51%	62%	*	60%	*	-	-	-	55%	*	60%	69%	56%	49%
At Meets Grade Level or Above	2019	35%	24%	20%	-	21%	*	-	-	-	22%	*	23%	0%	18%	11%
	2018	39%	27%	28%	*	27%	*	-	-	-	18%	*	27%	38%	28%	14%
At Masters Grade Level	2019	11%	4%	1%	-	1%	*	-	-	-	0%	*	2%	0%	2%	0%
	2018	11%	4%	2%	*	2%	*	-	-	-	0%	*	2%	0%	1%	0%

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: RUBEN CHAVIRA EL  
 Campus Number: 233901111

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

Total Students: 471  
 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 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)
<b>Grade 5 Reading^</b>																
At Approaches Grade Level or Above	2019	86%	80%	<b>82%</b>	-	81%	*	-	-	-	53%	*	83%	73%	78%	68%
	2018	84%	78%	<b>89%</b>	*	86%	100%	-	-	-	50%	-	89%	88%	87%	71%
At Meets Grade Level or Above	2019	54%	40%	<b>38%</b>	-	37%	*	-	-	-	24%	*	38%	36%	34%	20%
	2018	54%	41%	<b>58%</b>	*	49%	100%	-	-	-	17%	-	51%	81%	46%	36%
At Masters Grade Level	2019	29%	19%	<b>17%</b>	-	18%	*	-	-	-	6%	*	20%	0%	13%	8%
	2018	26%	17%	<b>24%</b>	*	20%	50%	-	-	-	8%	-	24%	25%	17%	21%
<b>Grade 5 Mathematics^</b>																
At Approaches Grade Level or Above	2019	90%	88%	<b>97%</b>	-	97%	*	-	-	-	82%	*	96%	100%	96%	95%
	2018	91%	88%	<b>96%</b>	*	95%	100%	-	-	-	79%	-	95%	100%	96%	89%
At Meets Grade Level or Above	2019	58%	49%	<b>51%</b>	-	50%	*	-	-	-	41%	*	51%	50%	47%	41%
	2018	58%	39%	<b>52%</b>	*	46%	100%	-	-	-	29%	*	49%	61%	44%	39%
At Masters Grade Level	2019	36%	27%	<b>17%</b>	-	16%	*	-	-	-	6%	*	18%	8%	15%	5%
	2018	30%	15%	<b>27%</b>	*	24%	38%	-	-	-	7%	-	28%	22%	20%	22%
<b>Grade 5 Science</b>																
At Approaches Grade Level or Above	2019	75%	70%	<b>67%</b>	-	67%	*	-	-	-	31%	*	65%	82%	63%	59%
	2018	76%	73%	<b>73%</b>	*	68%	100%	-	-	-	36%	-	71%	76%	65%	61%
At Meets Grade Level or Above	2019	49%	43%	<b>37%</b>	-	37%	*	-	-	-	31%	*	38%	36%	29%	23%
	2018	41%	34%	<b>47%</b>	*	39%	100%	-	-	-	14%	-	43%	59%	33%	22%
At Masters Grade Level	2019	24%	20%	<b>15%</b>	-	15%	*	-	-	-	13%	*	15%	18%	13%	8%
	2018	17%	14%	<b>23%</b>	*	15%	71%	-	-	-	7%	-	21%	29%	10%	6%
<b>All Grades All Subjects</b>																
At Approaches Grade Level or Above	2019	78%	72%	<b>72%</b>	-	72%	89%	-	-	-	47%	100%	72%	67%	69%	62%
	2018	77%	68%	<b>76%</b>	100%	74%	95%	-	-	-	100%	55%	74%	82%	71%	63%
At Meets Grade Level or Above	2019	50%	40%	<b>36%</b>	-	36%	44%	-	-	-	28%	100%	36%	33%	32%	25%
	2018	48%	36%	<b>41%</b>	63%	38%	74%	-	-	-	67%	30%	43%	39%	34%	26%
At Masters Grade Level	2019	24%	17%	<b>14%</b>	-	14%	22%	-	-	-	6%	33%	14%	8%	11%	7%
	2018	22%	13%	<b>16%</b>	38%	14%	33%	-	-	-	33%	10%	16%	17%	11%	8%
<b>All Grades ELA/Reading</b>																
At Approaches Grade Level or Above	2019	75%	69%	<b>69%</b>	-	68%	*	-	-	-	45%	*	70%	55%	65%	55%
	2018	74%	66%	<b>79%</b>	100%	77%	100%	-	-	-	53%	*	78%	83%	75%	66%
At Meets Grade Level or Above	2019	48%	38%	<b>33%</b>	-	33%	*	-	-	-	23%	*	33%	27%	29%	19%
	2018	46%	35%	<b>45%</b>	67%	42%	73%	-	-	-	33%	*	43%	57%	37%	31%
At Masters Grade Level	2019	21%	13%	<b>15%</b>	-	15%	*	-	-	-	5%	*	17%	0%	12%	7%
	2018	19%	11%	<b>19%</b>	33%	18%	33%	-	-	-	10%	*	19%	19%	14%	9%
<b>All Grades Mathematics</b>																
At Approaches Grade Level or Above	2019	82%	77%	<b>80%</b>	-	80%	*	-	-	-	58%	*	81%	78%	78%	74%
	2018	81%	73%	<b>80%</b>	100%	78%	94%	-	-	-	65%	*	78%	87%	76%	67%
At Meets Grade Level or Above	2019	52%	43%	<b>43%</b>	-	43%	*	-	-	-	33%	*	43%	48%	39%	35%

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: RUBEN CHAVIRA EL  
 Campus Number: 233901111

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

Total Students: 471  
 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 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	Economically Disadv	EL (Current & Monitored)
	2018	50%	37%	<b>40%</b>	33%	38%	75%	-	-	-	*	38%	*	39%	48%	34%	28%
At Masters Grade Level	2019	26%	20%	<b>15%</b>	-	15%	*	-	-	-	-	5%	*	15%	13%	13%	9%
	2018	24%	15%	<b>18%</b>	33%	16%	25%	-	-	-	*	15%	*	18%	15%	12%	12%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	58%	<b>61%</b>	-	60%	*	-	-	-	-	33%	*	62%	50%	56%	50%
	2018	66%	55%	<b>62%</b>	*	60%	*	-	-	-	-	55%	*	60%	69%	56%	49%
At Meets Grade Level or Above	2019	38%	28%	<b>20%</b>	-	21%	*	-	-	-	-	22%	*	23%	0%	18%	11%
	2018	41%	29%	<b>28%</b>	*	27%	*	-	-	-	-	18%	*	27%	38%	28%	14%
At Masters Grade Level	2019	14%	8%	<b>1%</b>	-	1%	*	-	-	-	-	0%	*	2%	0%	2%	0%
	2018	13%	6%	<b>2%</b>	*	2%	*	-	-	-	-	0%	*	2%	0%	1%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	75%	<b>67%</b>	-	67%	*	-	-	-	-	31%	*	65%	82%	63%	59%
	2018	80%	70%	<b>73%</b>	*	68%	100%	-	-	-	*	36%	-	71%	76%	65%	61%
At Meets Grade Level or Above	2019	54%	43%	<b>37%</b>	-	37%	*	-	-	-	-	31%	*	38%	36%	29%	23%
	2018	51%	38%	<b>47%</b>	*	39%	100%	-	-	-	*	14%	-	43%	59%	33%	22%
At Masters Grade Level	2019	25%	16%	<b>15%</b>	-	15%	*	-	-	-	-	13%	*	15%	18%	13%	8%
	2018	23%	14%	<b>23%</b>	*	15%	71%	-	-	-	*	7%	-	21%	29%	10%	6%

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: RUBEN CHAVIRA EL  
 Campus Number: 233901111

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

Total Students: 471  
 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 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)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	64	<b>58</b>	-	58	*	-	-	-	-	50	*	59	56	57	52
	2018	63	62	<b>61</b>	*	63	*	-	-	-	-	45	*	62	58	60	70
Grade 4 Mathematics	2019	65	65	<b>84</b>	-	84	*	-	-	-	-	89	*	83	88	80	89
	2018	65	59	<b>74</b>	*	76	*	-	-	-	-	91	*	74	75	74	87
Grade 5 ELA/Reading	2019	81	79	<b>80</b>	-	79	*	-	-	-	-	76	*	81	65	79	71
	2018	80	77	<b>81</b>	*	81	67	-	-	-	*	88	-	80	85	84	61
Grade 5 Mathematics	2019	83	88	<b>90</b>	-	90	*	-	-	-	-	88	*	90	91	91	86
	2018	81	76	<b>87</b>	*	87	83	-	-	-	*	96	-	85	93	89	89
All Grades Both Subjects	2019	69	70	<b>79</b>	-	79	*	-	-	-	-	78	*	79	76	78	75
	2018	69	67	<b>75</b>	44	75	76	-	-	-	*	82	*	74	78	75	78
All Grades ELA/Reading	2019	68	68	<b>70</b>	-	70	*	-	-	-	-	67	*	71	61	69	63
	2018	69	66	<b>69</b>	*	70	69	-	-	-	*	68	*	69	71	69	67
All Grades Mathematics	2019	70	72	<b>87</b>	-	87	*	-	-	-	-	88	*	87	89	86	87
	2018	70	68	<b>80</b>	*	80	83	-	-	-	*	94	*	79	84	80	88

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: RUBEN CHAVIRA EL  
 Campus Number: 233901111

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

Total Students: 471  
 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 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)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	39%	<b>46%</b>	-	46%	-	-	-	-	-	41%	45%	33%
	2018	38%	32%	<b>38%</b>	*	38%	-	-	-	-	-	*	36%	*
Mathematics	2019	45%	45%	<b>75%</b>	-	75%	-	-	-	-	-	53%	74%	72%
	2018	47%	44%	<b>54%</b>	-	56%	*	-	-	-	-	46%	56%	35%
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	68%	<b>68%</b>	-	67%	*	-	-	-	-	27%	62%	32%
Students Requiring Accelerated Instruction														
	2019	22%	32%	<b>32%</b>	-	33%	*	-	-	-	-	73%	38%	68%
STAAR Cumulative Met Standard														
	2019	86%	79%	<b>81%</b>	-	80%	*	-	-	-	-	47%	78%	52%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	72%	<b>100%</b>	-	100%	-	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	63%	76%	*	-	-	*	-	-	-	-	-	*	-
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	81%	<b>93%</b>	-	92%	*	-	-	-	-	67%	91%	79%
Students Requiring Accelerated Instruction														
	2019	17%	19%	<b>7%</b>	-	8%	*	-	-	-	-	33%	9%	21%
STAAR Cumulative Met Standard														
	2019	90%	88%	<b>97%</b>	-	97%	*	-	-	-	-	80%	96%	93%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	89%	<b>100%</b>	-	100%	-	-	-	-	-	*	*	*

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: RUBEN CHAVIRA EL  
 Campus Number: 233901111

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

Total Students: 471  
 Grade Span: KG - 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
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	72%	72%	43%	43%	-	-	-	67%	-	67%	-	49%	49%
	2018	77%	68%	76%	41%	41%	-	-	-	35%	35%	-	-	40%	40%
At Meets Grade Level or Above	2019	50%	40%	36%	11%	11%	-	-	-	22%	-	22%	-	14%	14%
	2018	48%	36%	41%	12%	12%	-	-	-	0%	0%	-	-	10%	10%
At Masters Grade Level	2019	24%	17%	14%	2%	2%	-	-	-	2%	-	2%	-	2%	2%
	2018	22%	13%	16%	0%	0%	-	-	-	0%	0%	-	-	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	69%	69%	35%	35%	-	-	-	53%	-	53%	-	39%	39%
	2018	74%	66%	79%	40%	40%	-	-	-	*	*	-	-	36%	36%
At Meets Grade Level or Above	2019	48%	38%	33%	7%	7%	-	-	-	20%	-	20%	-	10%	10%
	2018	46%	35%	45%	12%	12%	-	-	-	*	*	-	-	11%	11%
At Masters Grade Level	2019	21%	13%	15%	2%	2%	-	-	-	0%	-	0%	-	1%	1%
	2018	19%	11%	19%	0%	0%	-	-	-	*	*	-	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	77%	80%	54%	54%	-	-	-	88%	-	88%	-	62%	62%
	2018	81%	73%	80%	45%	45%	-	-	-	71%	71%	-	-	50%	50%
At Meets Grade Level or Above	2019	52%	43%	43%	18%	18%	-	-	-	31%	-	31%	-	21%	21%
	2018	50%	37%	40%	13%	13%	-	-	-	0%	0%	-	-	11%	11%
At Masters Grade Level	2019	26%	20%	15%	4%	4%	-	-	-	0%	-	0%	-	3%	3%
	2018	24%	15%	18%	0%	0%	-	-	-	0%	0%	-	-	0%	0%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	58%	61%	31%	31%	-	-	-	-	-	-	-	31%	31%
	2018	66%	55%	62%	35%	35%	-	-	-	-	-	-	-	35%	35%
At Meets Grade Level or Above	2019	38%	28%	20%	0%	0%	-	-	-	-	-	-	-	0%	0%
	2018	41%	29%	28%	10%	10%	-	-	-	-	-	-	-	10%	10%
At Masters Grade Level	2019	14%	8%	1%	0%	0%	-	-	-	-	-	-	-	0%	0%
	2018	13%	6%	2%	0%	0%	-	-	-	-	-	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	75%	67%	40%	40%	-	-	-	57%	-	57%	-	50%	50%
	2018	80%	70%	73%	-	-	-	-	-	14%	14%	-	-	14%	14%
At Meets Grade Level or Above	2019	54%	43%	37%	20%	20%	-	-	-	14%	-	14%	-	17%	17%
	2018	51%	38%	47%	-	-	-	-	-	0%	0%	-	-	0%	0%
At Masters Grade Level	2019	25%	16%	15%	0%	0%	-	-	-	7%	-	7%	-	4%	4%
	2018	23%	14%	23%	-	-	-	-	-	0%	0%	-	-	0%	0%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects															
	2019	69%	70%	79%	77%	77%	-	-	-	73%	-	73%	-	75%	75%
	2018	69%	67%	75%	76%	76%	-	-	-	90%	90%	-	-	79%	79%
All Grades ELA/Reading															
	2019	68%	68%	70%	67%	67%	-	-	-	57%	-	57%	-	63%	63%
	2018	69%	66%	69%	67%	67%	-	-	-	*	*	-	-	67%	67%
All Grades Mathematics															
	2019	70%	72%	87%	88%	88%	-	-	-	88%	-	88%	-	88%	88%
	2018	70%	68%	80%	84%	84%	-	-	-	100%	100%	-	-	88%	88%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading															
	2019	41%	39%	46%	33%	33%	-	-	-	33%	-	33%	-	33%	33%
	2018	38%	32%	38%	*	*	-	-	-	*	*	-	-	*	*
Mathematics															
	2019	45%	45%	75%	73%	73%	-	-	-	71%	-	71%	-	72%	72%
	2018	47%	44%	54%	*	*	-	-	-	*	*	-	-	35%	35%

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: RUBEN CHAVIRA EL  
 Campus Number: 233901111

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

Total Students: 496  
 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)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	<b>100%</b>	-	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	<b>93%</b>	-	93%	82%	-	-	-	-	100%	93%	85%
Not Included in Accountability													
Mobile	4%	3%	<b>5%</b>	-	5%	18%	-	-	-	-	0%	5%	9%
Other Exclusions	1%	1%	<b>2%</b>	-	2%	0%	-	-	-	-	0%	2%	6%
Not Tested													
Absent	1%	1%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	<b>100%</b>	100%	100%	100%	-	-	-	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>96%</b>	100%	95%	95%	-	-	-	100%	97%	96%	80%
Not Included in Accountability													
Mobile	4%	3%	<b>2%</b>	0%	2%	5%	-	-	-	0%	3%	1%	6%
Other Exclusions	1%	1%	<b>2%</b>	0%	3%	0%	-	-	-	0%	0%	2%	14%
Not Tested													
Absent	1%	1%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	0%

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: RUBEN CHAVIRA EL  
 Campus Number: 233901111

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

Total Students: 471  
 Grade Span: KG - 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)
<b>Attendance Rate</b>													
2018-19	95.4%	94.6%	<b>96.4%</b>	-	96.3%	97.3%	-	-	-	-	95.0%	96.1%	95.6%
2017-18	95.4%	94.7%	<b>96.3%</b>	96.0%	96.2%	96.8%	-	-	-	-	94.6%	96.1%	95.5%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2018-19	1.9%	2.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2019													
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	82.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	11.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	83.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	88.8%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.1%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: RUBEN CHAVIRA EL  
 Campus Number: 233901111

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

Total Students: 471  
 Grade Span: KG - 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%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2016</b>													
Graduated	92.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	91.0%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	95.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	95.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	82.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	95.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	85.9%	95.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	95.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: RUBEN CHAVIRA EL  
 Campus Number: 233901111

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

Total Students: 471  
 Grade Span: KG - 05  
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2018-19 Annual Graduates)</b>				
Total Graduates	-	-	664	355,615
By Ethnicity:				
African American	-	-	3	43,953
Hispanic	-	-	612	180,673
White	-	-	44	105,577
American Indian	-	-	0	1,293
Asian	-	-	3	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	1	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	4	1,090
Foundation H.S. Program (No Endorsement)	-	-	51	51,579
Foundation H.S. Program (Endorsement)	-	-	1	15,160
Foundation H.S. Program (DLA)	-	-	608	285,538
Special Education Graduates	-	-	62	27,598
Economically Disadvantaged Graduates	-	-	439	186,364
LEP Graduates	-	-	57	25,189
At-Risk Graduates	-	-	383	146,432

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: RUBEN CHAVIRA EL  
 Campus Number: 233901111

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

Total Students: 471  
 Grade Span: KG - 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)
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	74.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	69.7%	-	-	-	-	-	-	-	-	-	-	-
<b>College Ready Graduates</b>													
College Ready (Annual Graduates)													
2018-19	53.0%	50.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	47.2%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	41.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	42.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	32.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	33.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	30.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	30.0%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	45.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	37.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	6.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	7.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	8.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	57.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	52.2%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	22.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: RUBEN CHAVIRA EL  
 Campus Number: 233901111

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

Total Students: 471  
 Grade Span: KG - 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%	3.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	71.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	77.8%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	9.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	6.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	7.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: RUBEN CHAVIRA EL  
 Campus Number: 233901111

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

Total Students: 471  
 Grade Span: KG - 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)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2018-19	33.4%	25.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	27.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	13.1%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2018-19	59.0%	71.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	78.7%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2019	25.2%	23.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	2.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	2.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	2.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	2.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	18.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	19.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	10.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2019	51.0%	12.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	10.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	19.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	17.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: RUBEN CHAVIRA EL  
 Campus Number: 233901111

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

Total Students: 471  
 Grade Span: KG - 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%	22.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	6.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	3.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	1.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>SAT/ACT Results (Annual Graduates)</b>													
Tested													
2018-19	75.0%	43.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	43.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	32.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	31.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average SAT Score (Annual Graduates)</b>													
All Subjects													
2018-19	1027	1012	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1010	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	512	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	501	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	503	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average ACT Score (Annual Graduates)</b>													
All Subjects													
2018-19	20.6	21.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: RUBEN CHAVIRA EL  
 Campus Number: 233901111

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

Total Students: 471  
 Grade Span: KG - 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)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2018-19	44.6%	59.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	53.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	40.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	36.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	12.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	12.4%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	14.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	30.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	27.7%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2017-18	53.4%	49.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	55.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2017-18	60.7%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	43.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: RUBEN CHAVIRA EL  
 Campus Number: 233901111

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

Total Students: 471  
 Grade Span: KG - 05  
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	471	100.0%	10,311	5,479,173	471	100.0%	10,331	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.9%	4.5%	0	0.0%	4.9%	4.5%
Kindergarten	75	15.9%	6.5%	7.0%	75	15.9%	6.5%	7.0%
Grade 1	88	18.7%	7.5%	7.1%	88	18.7%	7.5%	7.1%
Grade 2	67	14.2%	6.9%	7.1%	67	14.2%	6.9%	7.1%
Grade 3	83	17.6%	7.0%	7.1%	83	17.6%	7.0%	7.1%
Grade 4	83	17.6%	7.3%	7.3%	83	17.6%	7.3%	7.3%
Grade 5	75	15.9%	7.6%	7.6%	75	15.9%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	6.7%	7.7%	0	0.0%	6.6%	7.7%
Grade 8	0	0.0%	8.1%	7.5%	0	0.0%	8.1%	7.5%
Grade 9	0	0.0%	7.3%	8.2%	0	0.0%	7.3%	8.2%
Grade 10	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.3%	6.4%	0	0.0%	7.3%	6.4%
Ethnic Distribution:								
African American	1	0.2%	0.7%	12.6%	1	0.2%	0.7%	12.6%
Hispanic	469	99.6%	93.0%	52.8%	469	99.6%	93.0%	52.8%
White	1	0.2%	5.5%	27.0%	1	0.2%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	0	0.0%	0.4%	4.6%	0	0.0%	0.4%	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%	0.3%	2.5%	0	0.0%	0.3%	2.5%
Sex:								
Female	228	48.4%	49.5%	48.8%	228	48.4%	49.5%	48.8%
Male	243	51.6%	50.5%	51.2%	243	51.6%	50.5%	51.2%
Economically Disadvantaged	412	87.5%	72.7%	60.3%	412	87.5%	72.6%	60.2%
Non-Educationally Disadvantaged	59	12.5%	27.3%	39.7%	59	12.5%	27.4%	39.8%
Section 504 Students	42	8.9%	9.3%	6.9%	42	8.9%	9.3%	6.9%
English Learners (EL)	200	42.5%	17.1%	20.3%	200	42.5%	17.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.8%	1.5%				
Students w/ Dyslexia	15	3.2%	3.7%	4.1%	15	3.2%	3.7%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	12	2.5%	1.1%	1.4%	12	2.5%	1.1%	1.4%
Immigrant	28	5.9%	1.6%	2.3%	28	5.9%	1.6%	2.3%
Migrant	5	1.1%	1.9%	0.3%	5	1.1%	1.9%	0.3%
Title I	471	100.0%	99.8%	65.1%	471	100.0%	99.8%	65.1%
Military Connected	6	1.3%	2.8%	1.9%	6	1.3%	2.8%	1.9%
At-Risk	349	74.1%	68.4%	50.6%	349	74.1%	68.3%	50.5%

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: RUBEN CHAVIRA EL  
 Campus Number: 233901111

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

Total Students: 471  
 Grade Span: KG - 05  
 School Type: Elementary

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	200	42.5%	16.8%	20.6%	200	42.5%	16.7%	20.6%
Career & Technical Education	0	0.0%	32.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	84.2%	50.8%	0	-	84.2%	50.8%
Gifted & Talented Education	14	3.0%	8.7%	8.1%	14	3.0%	8.7%	8.1%
Special Education	70	14.9%	12.1%	10.5%	70	14.9%	12.2%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	70							
By Type of Primary Disability								
Students with Intellectual Disabilities	28	40.0%	45.3%	42.4%				
Students with Physical Disabilities	28	40.0%	25.1%	21.4%				
Students with Autism	*	*	6.6%	13.8%				
Students with Behavioral Disabilities	**	**	22.6%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.5%	1.5%				
Mobility (2018-19):								
Total Mobile Students	56	12.3%	11.3%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	55	12.1%						
White	1	0.2%						
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	76	19.1%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.4%	0.2%	1.6%	11.1%	2.6%	5.5%
Grade 1	4.5%	5.4%	2.9%	0.0%	13.3%	4.9%
Grade 2	1.4%	2.9%	1.6%	0.0%	6.6%	2.0%
Grade 3	1.5%	2.7%	0.9%	0.0%	0.9%	0.8%
Grade 4	0.0%	2.0%	0.5%	0.0%	1.8%	0.4%
Grade 5	2.7%	4.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.2%	0.4%	-	1.1%	0.5%
Grade 7	-	1.3%	0.5%	-	1.0%	0.6%
Grade 8	-	9.7%	0.4%	-	0.0%	0.6%
Grade 9	-	4.0%	7.8%	-	10.4%	13.1%

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: RUBEN CHAVIRA EL  
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Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Student Information**

Total Students: 471  
 Grade Span: KG - 05  
 School Type: Elementary

**Class Size Information**

**Campus**

**District**

**State**

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

Elementary:

Kindergarten	21.0	19.9	19.0
Grade 1	20.0	20.6	18.9
Grade 2	20.0	19.2	18.8
Grade 3	17.6	19.0	19.0
Grade 4	18.4	20.1	19.2
Grade 5	18.4	21.0	20.9
Grade 6	-	22.6	20.4

Secondary:

English/Language Arts	-	20.0	16.4
Foreign Languages	-	21.7	18.7
Mathematics	-	20.3	17.8
Science	-	23.4	18.8
Social Studies	-	22.9	19.3

District Name: SAJN FELIPE-DEL RIO CISD  
 Campus Name: RUBEN CHAVIRA EL  
 Campus Number: 233901111

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

Total Students: 471  
 Grade Span: KG - 05  
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	53.7	100.0%	100.0%	100.0%
Professional Staff:	39.7	73.9%	53.3%	63.7%
Teachers	32.3	60.2%	42.4%	49.4%
Professional Support	5.3	10.0%	7.6%	10.2%
Campus Administration (School Leadership)	2.0	3.7%	2.3%	3.0%
Educational Aides:	14.0	26.1%	11.8%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	6.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	29.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	47.3	88.2%	88.5%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.4%	10.8%
Hispanic	28.0	86.6%	80.4%	28.1%
White	4.2	12.8%	16.5%	57.7%
American Indian	0.0	0.0%	0.6%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.2	0.6%	0.5%	1.1%
Males	2.3	7.0%	22.0%	23.8%
Females	30.1	93.0%	78.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.6%	1.3%
Bachelors	24.9	77.0%	76.4%	73.4%
Masters	7.4	23.0%	21.8%	24.5%
Doctorate	0.0	0.0%	0.2%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.1%	6.0%	7.4%
1-5 Years Experience	5.0	15.4%	28.7%	27.9%
6-10 Years Experience	8.1	25.2%	17.7%	19.4%
11-20 Years Experience	7.2	22.4%	25.5%	29.4%
Over 20 Years Experience	11.0	33.9%	22.1%	15.9%
Number of Students per Teacher	14.6	n/a	16.6	15.1

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: RUBEN CHAVIRA EL  
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Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Staff Information**

Total Students: 471  
 Grade Span: KG - 05  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	3.0	5.3	6.2
Average Years Experience of Principals with District	3.0	5.3	5.3
Average Years Experience of Assistant Principals	5.0	3.7	5.3
Average Years Experience of Assistant Principals with District	5.0	3.5	4.7
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers	14.2	12.9	11.1
Average Years Experience of Teachers with District	11.6	11.2	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$48,250	\$44,299	\$49,868
1-5 Years Experience	\$188,018	\$53,338	\$52,823
6-10 Years Experience	\$52,141	\$51,757	\$55,756
11-20 Years Experience	\$58,512	\$57,950	\$59,308
Over 20 Years Experience	\$58,468	\$63,632	\$65,449
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$76,576	\$55,969	\$57,091
Professional Support	\$69,130	\$72,455	\$67,352
Campus Administration (School Leadership)	\$77,495	\$85,531	\$82,512
Instructional Staff Percent	n/a	58.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: SAN FELIPE-DEL RIO CISD  
 Campus Name: RUBEN CHAVIRA EL  
 Campus Number: 233901111

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

Total Students: 471  
 Grade Span: KG - 05  
 School Type: Elementary

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	10.7	33.2%	9.0%	6.5%
Career & Technical Education	0.0	0.0%	6.5%	5.0%
Compensatory Education	0.0	0.0%	6.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	18.7	57.9%	69.2%	70.9%
Special Education	2.9	9.0%	5.5%	9.3%
Other	0.0	0.0%	3.3%	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](#)





Texas Education Agency

## To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512.463-9734 • 512.463-9734 FAX • [tea.texas.gov](http://tea.texas.gov)

DATE:	April 2, 2020
SUBJECT:	Every Student Succeeds Act (ESSA) Waiver Approval & 2020 State Academic Accountability
CATEGORY:	Notice
NEXT STEPS:	Share with appropriate staff

This letter is to notify you that the Texas Education Agency (TEA) received approval from U.S. Department of Education (USDE) on March 30, 2020, to waive statewide assessment and accountability requirements under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), for the 2019–2020 school year.

Additionally, for 2020 state academic accountability, all districts and campuses will receive a label of *Not Rated: Declared State of Disaster*.

### Background

As announced in the *To the Administrator Addressed* letter dated March 18, 2020, Governor Greg Abbott used his statutory authority under Texas Government Code, §4.18.016 to suspend annual academic assessment requirements for the remainder of the 2019–2020 school year. As a result, the State of Texas Assessments of Academic Readiness (STAAR®) are not being administered for the 2019–2020 school year in response to the COVID-19 pandemic.

TEA submitted a federal assessment and accountability waiver on March 24, 2020, and will issue labels indicating *Not Rated: Declared State of Disaster* for 2020 to recognize that the closure of schools during the state's testing window inhibited the ability of the state to accurately measure district and campus performance.

### School Improvement Implications and Funding

While no ratings will be issued in 2020, an overall rating or domain rating of *D* or *F* in 2019 and an overall rating or domain rating of *D* or *F* in 2021 will be considered to be consecutive for the determination of multiple-year unacceptable status.

Furthermore, as with other *Not Rated* labels, when a district or campus receives a *Not Rated: Declared State of Disaster* label, the district or campus shall continue to implement the previously ordered sanctions and interventions. If a campus has been ordered to prepare a turnaround plan and then receives a rating of *Not Rated: Declared State of Disaster*, that campus is strongly encouraged, but not required, to implement the approved turnaround plan.

Campuses identified for comprehensive support and improvement, targeted support and improvement, and additional targeted support in 2019 will maintain that label and interventions for 2020–2021.

### For Further Information

To view the complete amendment request and approval as well as other valuable resources, visit <https://tea.texas.gov/texas-schools/health-safety-discipline/coronavirus-covid-19-support-and-guidance>.

If you have questions regarding this waiver request or 2020 academic accountability ratings, please contact TEA's Performance Reporting Division at (512) 463-9704 or [performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov).

For questions regarding interventions, please contact the School Improvement Division at (512) 463-5226 or [SIDivision@tea.texas.gov](mailto:SIDivision@tea.texas.gov).

Sincerely,

Mike Morath  
Commissioner

## Texas Education Agency 2020 Accountability Ratings Overall Summary RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD

### Accountability Rating Summary

\*All Districts and Schools Were Not Rated in 2020 Due to COVID-19\*

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.](#)

### Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

### Distinction Designations

Distinction designations were not awarded in 2020.



## Texas Education Agency 2020 Accountability Ratings Overall Summary RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD

### Accountability Rating Summary

\*All Districts and Schools Were Not Rated in 2020 Due to COVID-19\*

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.](#)

### Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

### Distinction Designations

Distinction designations were not awarded in 2020.



**Texas Education Agency**  
**2019-20 School Report Card**  
**RUBEN CHAVIRA EL (233901111)**

**Accountability Rating**

**School Information**

**\*All Districts and Schools Were Not Rated in 2020 Due to COVID-19\***

**District Name:** SAN FELIPE-DEL RIO CISD  
**Campus Type:** Elementary  
**Total Students:** 471  
**Grade Span:** KG - 05

**Not Rated**

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.

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://iprsvr1.tea.texas.gov/perfreport/capr/2020/index.html>

**Distinction Designations**

[Click here to read the official announcement.](#)

**Distinction designations were not awarded in 2020.**

**School and Student Information**

This section provides demographic information about RUBEN CHAVIRA EL, 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
<b>Attendance Rate (2018-19)</b>	96.4%	94.6%	95.4%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.2%	0.7%	12.6%
Hispanic	99.6%	93.0%	52.8%
White	0.2%	5.5%	27.0%
American Indian	0.0%	0.1%	0.4%
Asian	0.0%	0.4%	4.6%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.3%	2.5%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	87.5%	72.6%	60.2%
Special Education	14.9%	12.2%	10.7%
English Learners	42.5%	17.1%	20.3%
<b>Mobility Rate (2018-19)</b>	12.3%	11.3%	15.3%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	21.0	19.9	19.0
Grade 1	20.0	20.6	18.9
Grade 2	20.0	19.2	18.8
Grade 3	17.6	19.0	19.0
Grade 4	18.4	20.1	19.2
Grade 5	18.4	21.0	20.9

**School Financial Information (2018-19)**

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
<b>Instructional Staff Percent</b>	n/a	58.3%	64.6%
<b>Instructional Expenditure Ratio</b>	n/a	53.7%	62.8%
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$9,041	\$9,763	\$9,913
Instruction	\$6,126	\$5,147	\$5,558
Instructional Leadership	\$104	\$188	\$162
School Leadership	\$560	\$465	\$589

**Texas Education Agency**  
**2019-20 School Report Card**  
**RUBEN CHAVIRA EL (233901111)**

**STAAR Outcomes**

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year. 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 of this year's report is not updated.

	State	District	Campus	African American					Two or More Races	Econ Disadv
				Hispanic	White	American Indian	Asian	Pacific Islander		
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>										
All Subjects	2019	78%	72%	72%	72%	89%	-	-	-	69%
	2018	77%	68%	76%	100%	74%	95%	-	-	71%
ELA/Reading	2019	75%	69%	69%	-	68%	*	-	-	65%
	2018	74%	66%	79%	100%	77%	100%	-	-	75%
Mathematics	2019	82%	77%	80%	-	80%	*	-	-	78%
	2018	81%	73%	80%	100%	78%	94%	-	-	76%
Writing	2019	68%	58%	61%	-	60%	*	-	-	56%
	2018	66%	55%	62%	*	60%	*	-	-	56%
Science	2019	81%	75%	67%	-	67%	*	-	-	63%
	2018	80%	70%	73%	*	68%	100%	-	-	65%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>										
All Subjects	2019	50%	40%	36%	-	36%	44%	-	-	32%
	2018	48%	36%	41%	63%	38%	74%	-	-	34%
ELA/Reading	2019	48%	38%	33%	-	33%	*	-	-	29%
	2018	46%	35%	45%	67%	42%	73%	-	-	37%
Mathematics	2019	52%	43%	43%	-	43%	*	-	-	39%
	2018	50%	37%	40%	33%	38%	75%	-	-	34%
Writing	2019	38%	28%	20%	-	21%	*	-	-	18%
	2018	41%	29%	28%	*	27%	*	-	-	28%
Science	2019	54%	43%	37%	-	37%	*	-	-	29%
	2018	51%	38%	47%	*	39%	100%	-	-	33%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>										
All Subjects	2019	24%	17%	14%	-	14%	22%	-	-	11%
	2018	22%	13%	16%	38%	14%	33%	-	-	11%
ELA/Reading	2019	21%	13%	15%	-	15%	*	-	-	12%
	2018	19%	11%	19%	33%	18%	33%	-	-	14%
Mathematics	2019	26%	20%	15%	-	15%	*	-	-	13%
	2018	24%	15%	18%	33%	16%	25%	-	-	12%
Writing	2019	14%	8%	1%	-	1%	*	-	-	2%
	2018	13%	6%	2%	*	2%	*	-	-	1%
Science	2019	25%	16%	15%	-	15%	*	-	-	13%
	2018	23%	14%	23%	*	15%	71%	-	-	10%
<b>Academic Growth Score (All Grades Tested)</b>										
Both Subjects	2019	69	70	79	-	79	*	-	-	78
	2018	69	67	75	44	75	76	-	-	75
ELA/Reading	2019	68	68	70	-	70	*	-	-	69
	2018	69	66	69	*	70	69	-	-	69
Mathematics	2019	70	72	87	-	87	*	-	-	86
	2018	70	68	80	*	80	83	-	-	80

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.  
 - Indicates zero observations reported for this group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.  
 n/a Indicates data reporting is not applicable for this group.

**Texas Education Agency**  
**2019-20 School Report Card**  
**RUBEN CHAVIRA EL (233901111)**

**Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes**

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8. Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, this year's report is not updated.

State	District	Campus	American					Two or More Races	Econ Disadv
			African American	Hispanic	White	Indian	Asian		
<b>Progress of Prior-Year Non-Proficient Students</b>									
<b>Sum of Grades 4-8</b>									
<b>Reading</b>									
2019	41%	39%	46%	46%	-	-	-	45%	
2018	38%	32%	38%	38%	*	-	-	36%	
<b>Mathematics</b>									
2019	45%	45%	75%	75%	-	-	-	74%	
2018	47%	44%	54%	56%	*	-	-	56%	
<b>Students Success Initiative</b>									
<b>Grade 5 Reading</b>									
Students Meeting Approaches Grade Level on First STAAR Administration									
2019	78%	68%	68%	67%	*	-	-	62%	
Students Requiring Accelerated Instruction									
2019	22%	32%	32%	33%	*	-	-	38%	
STAAR Cumulative Met Standard									
2019	86%	79%	81%	80%	*	-	-	78%	
<b>Grade 5 Mathematics</b>									
Students Meeting Approaches Grade Level on First STAAR Administration									
2019	83%	81%	93%	92%	*	-	-	91%	
Students Requiring Accelerated Instruction									
2019	17%	19%	7%	8%	*	-	-	9%	
STAAR Cumulative Met Standard									
2019	90%	88%	97%	97%	*	-	-	96%	

7 Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.  
 \* Indicates zero observations reported for this group.  
 - Indicates results are masked due to small numbers to protect student confidentiality.  
 na Indicates data reporting is not applicable for this group.

**Texas Education Agency  
2019-20 School Report Card  
RUBEN CHAVIRA EL (233901111)**

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**SAN FELIPE DEL RIO CONSOLIDATED INDEPENDENT SCHOOL  
DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY  
2021-2022**

**RUBEN CHAVIRA ELEMENTARY**

**STATEMENT OF PURPOSE**

- I. The San Felipe Del Rio Consolidated Independent School District administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and School – Parent Compact. The policy shall set expectations and establish a framework for quality parental involvement participation. This shall be achieved as part of the district’s improvement plan process.

The district values the role parents’ play as their children’s first teacher and the influence of their continued support toward enabling their children to meet the state’s student performance standards.

The following policy is in compliance with the legal requirements of ESSA, Section 1116(d). This policy will be available to all parents of the San Felipe Del Rio Consolidated Independent School.

**PARENT AND FAMILY ENGAGEMENT IN POLICY DEVELOPMENT**

- II. The TEAM of the San Felipe Del Rio Consolidated Independent School District Board of Trustees, administrators, teachers, support staff, parents and community, in partnership with public and private agencies, is committed to provide the support, resources and academic rigor to ensure that all students achieve educational and social excellence.

**SCHOOL- PARENT COMPACT**

- III. The School – Parent Compact shall outline the means by which parents and school will share responsibility for improved student academic achievement. An annual review and revision, if necessary, shall be part of the district and Campus Improvement Plan (CIP) process.

Parents are urged to sign and discuss the compact with their children’s teacher during the first six weeks. The Title I Parent and Family Engagement Policy shall be reviewed and distributed to parents during the first six weeks of school, special called meetings, or other campus level initiatives during the school year.

**PARENTAL INVOLVEMENT OPPORTUNITIES**

- IV. The District’s capacity to build strong partnership with parents shall be achieved by offering opportunities for parents to provide input and make recommendations regarding Title I programs. These opportunities shall be addressed at Migrant Parent Advisory Council (PAC), District Planning and Decision Making Committee (DPDM), Language Proficiency Assessment Committee (LPAC) committees and trainings. In addition, parent skills workshops, campus volunteers, School readiness, parent trainings, literacy training and using technology, as appropriate, shall be provided for parents to foster parental involvement.

Information on the “Value and Utility of Parent’s Contributions,” and on how to reach out and communicate with parents as equal partners in the education of their children shall be scheduled and provided to staff during faculty meetings or other campus-level initiatives. The district will extend feasible and appropriate communication to integrate parent involvement programs, activities with Special Ed program, community agencies and private schools.

**STAFF AND PARENT COMMUNICATION**

- V. **RUBEN CHAVIRA**: will make every effort to communicate with parents the information about Title I, Part A programs, descriptions and explanation of the curriculum, academic assessments used to measure student progress and the proficiency levels students are expected to meet during home visits and parent conferences.
- VI. Monthly newsletters, menus, calendars, teacher notes, the school marquee, home visits, parent conferences, personal contacts, phone calls, district email, district website, district Facebook page, and written notices will be used to establish and maintain open lines of communication with parents. All information oral or written related to school parent programs shall be provided in a format and language that the parents can understand.

**EVALUATION**

- VII. Parents will be informed and invited to participate in the annual evaluation of the content and effect of the District Parent and Family Engagement Policy and practices. They will also consider:
  - Academic quality of Title I, Part A Schools
  - Identifying way to overcome barriers which may limit participation by parents
  - Review and revision of Campus School – Parent Compact
  - Increase parent involvement

The annual evaluation findings shall be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus level.

**RESERVATION OF FUNDS**

- VIII. Parents of children receiving Title I, Part A services are involved and informed in the decisions regarding how these funds are allotted for parental involvement activities.

**ADOPTION**

This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **RUBEN CHAVIRA** on **9/15/21** and will be in effect for the period of 2021-2022. The school will distribute this policy to all parents of participating Title I, Part A children on or before. **RUBEN CHAVIRA** notification to parents of this policy will be in an understandable and uniform format. The campus will provide a copy of this policy to parents in the language the parents can understand.

*R. Underland*  
(Signature of Authorized) Principal

*R. Underland*  
(Signature of Authorized) Principal / Asst. Designee

September 16, 2021  
(Date)

Parent Committee:

- 1. *Julie Perez*
- 2. *Juliana Perez*
- 3. *Sandra Mendez*
- 4. *Jennifer Ibarra*

## What is a School-Teacher-Parent-Student Compact?

The School-Parent Compact describes how our school will work together with students and parents to help children achieve the State's highest standards. It outlines how parents, our school staff, and students will share responsibility for improved student achievement. It outlines what strategies families can use at home to support their child's learning.

- Discussed with parents/guardians during Parent/Teacher conferences at the beginning of the year.
- Feedback and additional support are welcomed at any time.
- Linked to our Campus Improvement Plan

## Jointly Developed

Parents, students, and staff work together and share ideas to develop our School-Parent-Student compact.

- A meeting is held each year at the beginning of school year with committee members to review and update the compact following Title I meeting.
- The Compact ensures that students are provided with the best opportunity for academic achievement by the school and family working together.

## Building Partnerships

We are committed to providing families with resources and opportunities for learning in order to assist parents in working with their children. Please consider joining our faculty and some of the following events and programs throughout the school year:

- Monthly Literacy Nights
- Monthly Title I parent trainings
- Volunteer/Participate
- Special Campus Events
- Principal Chats/Meetings

## Communication is Key

We are committed to frequent two-way communication with students and families regarding student learning. Our school recognizes the importance of consistent and specific information shared with parents.

- Parent-Teacher Conferences
- Student Progress report cards
- Student Six Weeks report cards
- Monthly newsletters
- Access to Skyward Grades
- SFDRICISD District and School Website

## RUBEN CHAVIRA ELEMENTARY

School-Teacher  
Parent-Student  
Compact



Mrs. Laura Langton,  
Principal  
2253 U.S. Hwy 277 S  
Del Rio, Texas  
78840  
830-778-4660

# GOALS FOR STUDENT ACHIEVEMENT– School, Teachers, Parents, Students

## SFDR CISD District Vision

San Felipe Del Rio CISD embraces a belief in developing a strong culture of Courage, Collaboration, Innovation and Self-Direction. We are committed to ensuring high expectations and high standards that will equip and produce learners that will excel academically, in life and in their career.

## SFDR CISD Shared Beliefs

We believe:

- It takes a united community to produce citizens with 21st century skills.
- Our community should provide a safe, nurturing, and trusting environment.
- Each individual should be inspired and inspire others to exceed their own expectations.
- Each individual should be motivated to take ownership of their own learning.

We must provide EVERYONE with the resources to meet the individual needs of all students.

## SFDR CISD District Goals

**District Goal 1 – Student Performance**  
The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

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

**District Goal 3 – Communication**  
The District shall provide meaningful communication in a timely manner to all parents, students, staff and District partners.

**District Goal 4 – Del Rio Middle School**  
The District shall study the current level of satisfaction which will lead to a plan for improvement at Del Rio Middle School.

**District Goal 5 – Literacy**-The District shall prioritize reading as a skill for lifelong learning.

## School Agreement

As a school, we agree to:

- Make school a positive, supportive, safe place with a healthy learning environment.
- Provide opportunities for parent meetings and trainings enhancing parental engagement.
- Provide a quality curriculum and instructional practices that allow students to become effective and productive citizens.
- Offer multiple methods of communication building a parent-school relationship.

## Teacher Agreement

As a teacher, I agree to:

- Model instruction and provide parents with content materials and strategies by grade level during parent workshops, newsletters, conferences and electronic medium.
- Share with parents and students assessment data and offer materials and methods for parents and students to apply at home.

Communicate with parents and students in a variety of platforms including face to face conferences, phone, texts, and electronic mediums.

Parents Signature:

1. \_\_\_\_\_ Date: \_\_\_\_\_

2. \_\_\_\_\_ Date: \_\_\_\_\_

3. \_\_\_\_\_ Date: \_\_\_\_\_

## Parent Agreement

As a parent, I agree to:

- Ensure my child is punctual and attends school daily.
- Establish a time for homework and provide a quiet, well-lit place for study.
- Volunteer and attend parent conferences and school activities.
- Keep open communication with my child's teacher and be available for questions.
- Read with my child and/or enhance daily reading at home.

## Student Agreement

As a student, I agree to:

- Attend school daily and on time.
- Follow all school rules and be respectful to one another.
- Complete and return all homework assignments.
- Be a positive role model to my classmates and others at school.

---

**Ruben Chavira Elementary**

**Parental Liaison**

**Kimberly Martinez**

**830-778-4673**

**Kimberly.martinez@sldr-cisd.org**

## ¿Qué es un pacto entre escuela, maestro, padre y estudiante?

El Pacto entre la escuela y los padres describe cómo nuestra escuela trabajará junto con los estudiantes y los padres para ayudar a los niños a alcanzar los más altos estándares del estado. Describe cómo los padres, el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento de los estudiantes. Describe qué estrategias pueden usar las familias en casa para apoyar el aprendizaje de sus hijos.

- Se discute con los padres/tutores durante las conferencias de padres/maestros al comienzo del año.
- Los comentarios y el apoyo adicional son bienvenidos en cualquier momento.
- Vinculado a nuestro Plan de Mejora del Campus.

## Desarrollado Conjuntamente

Los padres, los estudiantes y el personal trabajan juntos y comparten ideas para desarrollar nuestro pacto entre la escuela, los padres y los estudiantes.

- Se lleva a cabo una reunión cada año al comienzo del año escolar con los miembros del comité para revisar y actualizar el pacto después de la reunión del Título I.
- El Pacto asegura que los estudiantes tengan la mejor oportunidad para el logro académico por parte de la escuela y la familia trabajando juntos.

## Construyendo asociaciones

Estamos comprometidos a proporcionar a las familias recursos y oportunidades de aprendizaje para ayudar a los padres a trabajar con sus hijos. Considere unirse a nuestra facultad y algunos de los siguientes eventos y programas durante el año escolar:

- Noches Mensuales de Literatura
- Capacitaciones Mensuales para padres sobre Título I.
- Participar
- Eventos Especiales en la Escuela
- Pláticas/Reuniones con los Principales

## La Comunicación es clave

Estamos comprometidos con la comunicación bidireccional frecuente con los estudiantes y las familias con respecto al aprendizaje de los estudiantes. Nuestra escuela reconoce la importancia de compartir información consistente y específica con los padres.

- Conferencias de Padres y Maestros
- Reporte de progreso del estudiante
- Boleta de calificaciones de seis semanas del estudiante
- Boletín Mensual
- Acceso a los grados en Skyward
- Sitio web del distrito y escuelas SFDR-CISD

**RUBEN CHAVIRA  
ELEMENTARY**

**Acuerdo entre Escuela-  
Maestro-Padre-Alumno**



**Mrs. Laura Langton  
PRINCIPAL**

**2253 U.S. Hwy 277 S  
Del Rio, Texas 78840**

**830-778-4660**

# OBJETIVOS PARA EL RENDIMIENTO DEL ESTUDIANTE – Escuela, Maestros, Padres, Estudiantes

## Vision del Distrito SFDRCSID

San Felipe Del Rio CISD abraza la creencia en el desarrollo de una cultura sólida de valentía, colaboración, innovación y autodirección. Estamos comprometidos a garantizar altas expectativas y altos estándares que equiparán y producirán estudiantes que sobresaldrán académicamente, en la vida y en su carrera.

## Creencias Compartidas SFDRCSID

Nosotros creemos:

- Se necesita una comunidad unida para producir ciudadanos con habilidades del siglo XXI.
- Nuestra comunidad debe proporcionar un entorno seguro, enriquecedor y de confianza.
- Cada individuo debe inspirarse e inspirar a otros a superar sus propias expectativas.
- Cada individuo debe estar motivado para apropiarse de su propio aprendizaje.

Debemos proporcionar a TODOS los recursos para satisfacer las necesidades individuales de todos los estudiantes.

## Metas del Distrito SFDRCSID

### Meta del Distrito 1 – Rendimiento del estudiante

El distrito mantendrá un ambiente seguro, utilizará un plan de estudios transformador y diversas oportunidades de instrucción para garantizar la socialización y el rendimiento de los estudiantes con los más altos estándares de excelencia.

### Meta del Distrito 2 – Finanzas

El Distrito será un buen administrador de los recursos de la comunidad - financieros, humanos, instalaciones - y explorará nuevas oportunidades para la eficiencia y efectividad organizacional.

### Metas del Distrito 3 - Comunicación.

El Distrito proporcionará una comunicación significativa de manera oportuna a todos los padres, estudiantes, personal y socios del Distrito.

### Metas del Distrito 4 – Del Rio Middle School

El Distrito estudiará el nivel actual de satisfacción que conducirá a un plan de mejoramiento en la Escuela Intermedia Del Rio.

### Meta del Distrito 5 – Literatura

El Distrito dará prioridad a la lectura como una habilidad para el aprendizaje permanente.

## Acuerdo Escolar

Como escuela, aceptamos:

- Hacer de la escuela un lugar positivo, de apoyo y seguro con un entorno de aprendizaje saludable.
- Brindar oportunidades para reuniones y capacitaciones para padres que mejoren la participación de los padres.
- Proporcionar un plan de estudios de calidad y prácticas de instrucción que permitan a los estudiantes convertirse en ciudadanos eficaces y productivos.
- Ofrecer múltiples métodos de comunicación para construir una relación entre padres y escuela.

## Acuerdo del maestro

Como maestro, acepto:

- Modelar la instrucción y proporcionar a los padres materiales de contenido y estrategias por nivel de grado durante talleres para padres, boletines, conferencias y medios electrónicos.
- Comparta con los padres y los estudiantes los datos de evaluación y ofrezca materiales y métodos para que los padres y los estudiantes los apliquen en casa.
- Comunicarse con los padres y estudiantes en una variedad de plataformas, incluyendo conferencias cara a cara, teléfono, textos y medios electrónicos.

## Acuerdo de los Padres

Como padre, acepto:

- Asegurar que mi hijo sea puntual y asista a la escuela todos los días.
- Establezca un tiempo para la tarea y proporcione un lugar tranquilo y bien iluminado para estudiar.
- Sea voluntario y asista a conferencias de padres y actividades escolares.
- Mantener una comunicación abierta con el maestro de mi hijo y estar disponible para preguntas.
- Leer con mi hijo y / o mejorar la lectura diaria en casa.

## Acuerdo del Estudiante

Como estudiante, acepto:

- Asistir a la escuela todos los días y a tiempo.
- Seguir todas las reglas de la escuela y ser respetuosos unos con otros.
- Completar y devolver todas las tareas asignadas.
- Ser un modelo a seguir positivo para mis compañeros de clase y otros en la escuela.

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Ruben Chavira Elementary

Parental Liaison

Kimberly Martinez

830-778-4673

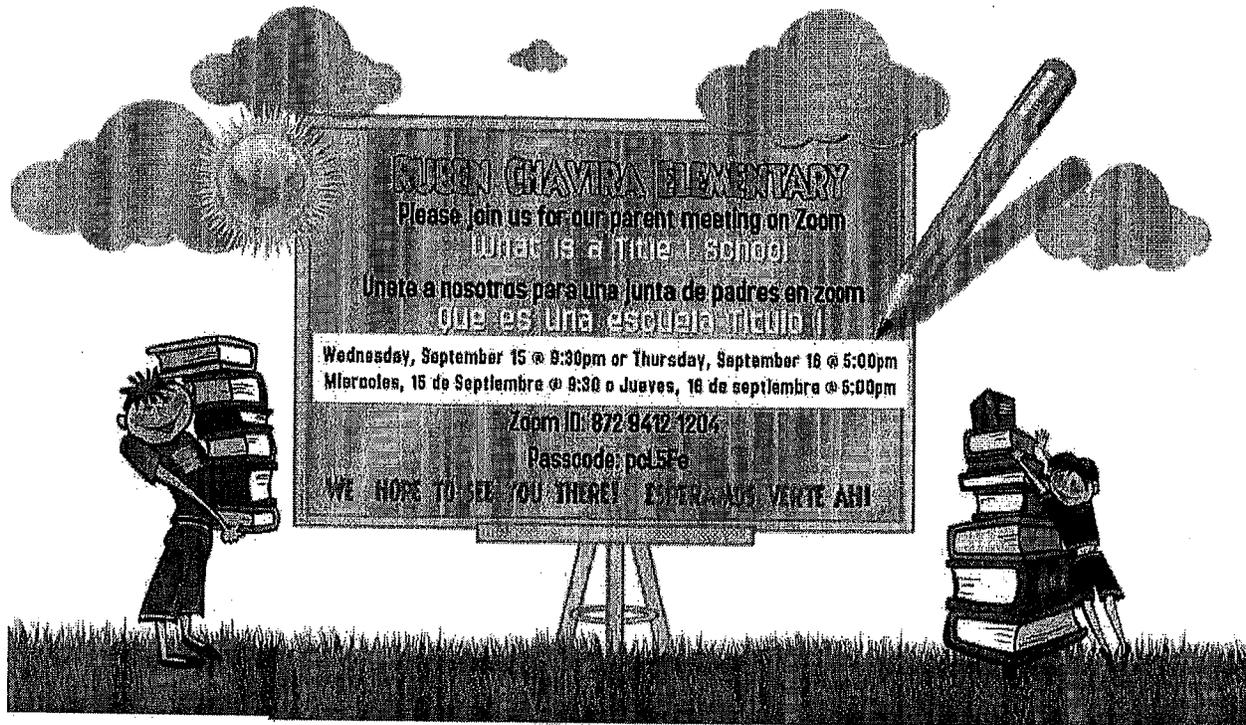
kimberly.martinez@sldr-cisd.org

(No subject)

Kimberly Martinez <kimhmtz@yahoo.com>

Fri 10/1/2021 12:41 AM

To: Martínez, Kimberly <kimberly.martinez@sfdrcisd.org>



Sent from my iPhone

# **TITLE 1**

## **AGENDA**

**WEDNESDAY, SEPTEMBER 15, 2021 @ 9:30AM**

- WELCOME AND INSTRUCTIONS
- EDUCATION IS KEY
- WHAT IS TITLE1?
- HOW DOES TITLE 1 WORK?
- ESSA GRANT FUNDS
- PLANNING CYCLE
- DISTRICT AND SCHOOL FAMILY ENGAGEMENT POLICY
- SCHOOL-PARENTS COMPACTS
- DISTRICT AND CAMPUS PLANS
- PARENTS RIGHT TO KNOW
- HOW CAN I GET INVOLVED
- QUESTIONS?

## MINUTES

### TITLE 1

WEDNESDAY, SEPTEMBER 15, 2021 @ 9:30 AM

RUBEN CHAVIRA

- KIMBERLY MARTINEZ, PARENTAL LIAISON INTRODUCED MS. SUNDERLAND, OUR ASSISTANT PRINCIPAL.
- MRS. SUNDERLAND PRESENTED POWERPOINT TO HELP PARENTS UNDERSTAND TITLE 1.
- SHE ASKED PARENTS WHAT WE WANT MOST FOR OUR CHILDREN.
- TO BE GOOD, PRODUCTIVE MEMBERS OF SOCIETY. EDUCATION IS KEY.
- EXPLAINED WHAT A TITLE 1 SCHOOL IS AND THE GOAL FOR TITLE 1 IS HAVING A HIGHER QUALITY EDUCATION FOR EACH STUDENT
- T.E.A. SENDS MONEY TO SCHOOL DISTRICT. THE SCHOOL DISTRICT IDENTIFIES ELIGIBLE SCHOOLS AND PROVIDES TITLE 1 FUNDS BASED UPON NEED.
- SPOKE OF HOW IT'S IMPORTANT TO MAKE SURE LUNCH APPLICATION IS FILLED OUT EVEN IF PARENTS DON'T BELIEVE THEY WILL QUALIFY. FREE LUNCH THIS YEAR.
- EXPLAINED THE CHART TO ESSA GRANT FUNDS. HOW MONEY IS ALLOCATED AT CAMPUS LEVEL.
- TUTORING, INSTRUCTIONAL COACHES, PROFESSIONAL DEVELOPMENT, SUPPLES, PARENT INVOLVEMENT ACTIVITIES, EDUCATION PROGRAMS.
- ATTENDING EVENTS HERE THAT ARE HELD AT CAMPUS.
- WHY PARENTAL INVOLVEMENT IS KEY.

# **PARENT COMPACT & FAMILY ENGAGEMENT**

## AGENDA

WEDNESDAY, SEPTEMBER 15, 2021 @ 9:30AM

- WELCOME
- AGREEMENT OUTLINING PARTNERSHIP BETWEEN HOME AND SCHOOL
- RESPONSIBILITY FOR STUDENT ACHIEVEMENT
- WAYS TO SUPPORT STUDENTS LEARNING
- IMPORTANCE OF TWO WAY COMMUNICATION
- PARENTAL INVOLVEMENT OPPORTUNITIES
- POINTS OF CONTACT
- QUESTIONS?

## MINUTES

### **PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT**

**WEDNESDAY, SEPTEMBER 15, 2021 @ 9:30AM**

**RUBEN CHAVIRA**

- **KIMBERLY MARTINEZ, PARENTAL LIAISON INTRODUCED MS. SUNDERLAND, OUR ASSISTANT PRINCIPAL.**
- **WORKING TOGETHER IS KEY**
- **WENT OVER OUR PARENT AND FAMILY ENGAGEMENT POLICY**
- **PROVIDING FLEXIBLE NUMBER OF MEETINGS IN BOTH ENGLISH AND SPANISH. PROVIDE TIMELY INFORMATION ABOUT PARENT ACTIVITIES. OFFER OPPORTUNITIES UPON REQUEST TO DISCUSS CHILD'S PROGRESS.**
- **COMMUNICATION IS KEY. CLASS DOJO, MEDIA SOURCES, DISTRICT WEB PAGE. NOTES THAT GO HOME. SCHOOL CALENDAR.**
- **EXPLAINED OUR SCHOOL- PARENT COMPACT. WHAT WE AGREE TO DO AS A SCHOOL, WHAT THE STUDENT AGREES TO DO, AND WHAT OUR PARENT AGREES TO DO.**
- **ALL THESE ITEMS TIE TOGETHER TO REACH OUR GOAL FOR STUDENT ACHIEVEMENT.**
- **OPPORTUNITIES FOR PARENTAL INVOLVEMENT AT OUR CAMPUS.**
- **HOW TO CALL WHEN NEEDING HELP**
- **QUESTIONS**

meeting\_saved\_chat

~~09:28:04 From Kimberly Martinez to Everyone : PLEASE SIGN IN HERE IN CHAT BOX~~  
~~09:28:36 From Elizabeth to Everyone : Natalia Hernandez~~  
~~09:29:18 From Lorenzo to Everyone : Alani Martinez~~  
~~09:31:29 From Ruth to Everyone : Roberto Palacio kinder~~  
~~09:32:57 From Joeann to Everyone : Joeann~~  
~~09:33:02 From Ovalle to Everyone : Emely Ovalle~~  
~~09:33:36 From Glaydys to Everyone : Mia Kalinchuk~~  
09:48:19 From Kimberly Martinez to Everyone : SIGN IN FOR PARENT AND FAMILY  
ENGAGEMENT AND SCHOOL COMPACT  
09:48:29 From Glaydys to Everyone : Mia Kalinchuk  
09:49:01 From Aida to Everyone : Aranza  
09:50:17 From Ovalle to Everyone : Emely  
09:50:31 From Elizabeth to Everyone : Natalia Hernandez  
09:51:07 From Lorenzo to Everyone : Lorenzo for Alani  
09:52:23 From Ruby Fuentes to Everyone : Mia amor Fuentes  
09:52:59 From Ruth to Everyone : Roberto Palacio

(No subject)

Kimberly Martinez <kimhmtz@yahoo.com>

Fri 10/1/2021 12:41 AM

To: Martinez, Kimberly <kimberly.martinez@sfdrcisd.org>



Sent from my iPhone

# **TITLE 1**

## AGENDA

THURSDAY, SEPTEMBER 16, 2021 @ 5:00PM

- WELCOME AND INSTRUCTIONS
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- PLANNING CYCLE
- DISTRICT AND SCHOOL FAMILY ENGAGEMENT POLICY
- SCHOOL-PARENTS COMPACTS
- DISTRICT AND CAMPUS PLANS
- PARENTS RIGHT TO KNOW
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- QUESTIONS?

**MINUTES**

**TITLE 1**

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**PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT  
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- **QUESTIONS**

meeting\_saved\_chat

16:58:13 From Kimberly Martinez to Everyone : PLEASE SIGN IN HERE IN CHAT  
17:03:07 From Evelyn to Kimberly Martinez(Direct Message) : Maximo Lopez student  
17:03:27 From iPhone to Everyone : Erica Mota my son is Santiago Mota  
17:03:29 From Bianca to Everyone : Students Chelsea Martinez 3rd Dalayah Martinez

1st. Parent Bianca Delgadillo

17:03:31 From Elizabeth to Everyone : Natalia Hernandez  
17:04:02 From Brenda to Everyone : Nayra De La Pena  
17:05:02 From blanca to Everyone : Blanca Lopez my daughter is Eileen Salas 1st grade  
17:25:19 From Kimberly Martinez to Everyone : SIGN IN FOR PARENT AND FAMILY ENGAGEMENT AND SCHOOL COMPACT  
17:33:16 From Evelyn to Kimberly Martinez(Direct Message) : Maximo Lopez  
17:37:33 From Brenda to Everyone : Nayra De La Pena  
17:38:17 From Bianca to Everyone : Chelsea Martinez and Dalayah Martinez  
17:38:31 From Elizaeth to Everyone : Natalia Perez  
17:39:07 From blanca to Everyone : Blanca Lopez for Eileen Salas  
17:41:23 From iPhone to Everyone : Erica Mota my son is Santiago Mota

## How do people become homeless?

- Poverty
- Loss of job/income/disability/incarceration
- Lack of affordable housing
- Natural disasters including hurricanes, floods, tornadoes, fire
- Insect or mold infestations
- Domestic violence/disputes
- Intolerable home environment
- Every case is different and generally has a very unique reason.

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## Warning Signs of the Homeless: Lack of Educational Continuity:

- Attendance at many different schools
- Lack of personal enrollment records
- Inability to pay fees
- Gaps in skill development
- Mistaken diagnosis of abilities
- Poor organizational skills
- Poor ability to conceptualize



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## Warning Signs of the Homeless: Poor Nutrient and Hygiene

- Lack of immunization or immunization records
- Unmet medical/dental needs
- Increased vulnerability to cold/flu
- Respiratory problems
- Skin rashes
- Chronic hunger (may hoard food)
- Fatigue (may fall asleep in class)
- Lack of shower facilities/washers, etc.
- Wearing same clothes for several days
- Inconsistent grooming (well groomed one day and poorly groomed the next)



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## Warning Signs of the Homeless: Transportation and Attendance Concerns

- Erratic attendance/tardiness
- Numerous absences
- Lack of participation in after school activities
- Lack of participation in school field trips
- Absences on days when students are to bring special treats from home
- Inability to contact parent(s) with wrong numbers, disconnected phones



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## Warning Signs of the Homeless: Lack of Privacy/After School Hours

- Consistent lack of preparation for school
- Incomplete or missing homework (no place to keep work/supplies)
- Unable to complete special projects
- Lack of basic school supplies
- Loss of books and other supplies on regular basis
- Concern for safety of belongings
- Refusing invitations from classmates



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## Warning Signs of the Homeless: Social and Emotional Concerns

- poor self-esteem
- extreme shyness
- unwilling to risk forming relationships
- difficulty socializing at recess
- difficulty hustling people
- aggression, "old" beyond years
- protective of parents
- clinging behaviors
- developmental delays
- fear of abandonments
- school phobia - wants to be with parents
- need for immediate gratification
- anxiety late in the school day



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## Typical stressful experiences of children in homeless situations:

- Physical Abuse
- Health Problems
- Low self-esteem
- Malnutrition
- Sleeping Problems
- Lags in language skills
- Learning disabilities
- Developmental delays



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## Reactions/statements by parent, guardian or child:

- Exhibiting anger or embarrassment when asked about current address.
- Mention staying with grandparents, other relatives, friends, in a motel or comments such as:
- "I don't remember the name of our previous school."
- "We've been moving around a lot."
- "Our address is new, I can't remember it." (lack of permanency?)
- "We're staying with relatives until we get settled."
- "We're going through a bad time right now."
- "We've been unpacking, traveling, etc." (to explain poor appearance/hygiene)

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## Questions/Concerns



THANK YOU FOR YOUR ASSISTANCE  
WITH OUR HOMELESS CHILDREN AND FAMILIES.

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# McKinney-Vento Training

RCE STAFF MEETING  
OCT. 25, 2021  
SIGN IN SHEET

LAST NAME	FIRST NAME	ASSIGNMENT	ROOM #	SIGNATURE
LANGTON	LAURA	PRINCIPAL	OFFICE	
SUNDERLAND	CAROL	ASSISTANT PRINCIPAL	OFFICE	
MARTINEZ	RUBI	PRINCIPAL SECRETARY	OFFICE	
VAZQUEZ	ANA	ATTENDANCE CLERK	OFFICE	
ESCAMILLA	DEBRA	COUNSELOR	OLD OFFICE	
VENEGAS	SANDRA	COUNSELOR ASST	312	S. Venegas
MCCLELLAN	LOURDES	BIL INSTRUCTIONAL COACH	OLD OFFICE	L. McClellan
WRIGHT	JESSICA	NURSE	NURSE OFFICE	
AGUIRRE	BERTHA	KINDER B/I	309	Bertha Aguirre
DIAZ	EMILY	KINDER	307	Emily Diaz
MEZA	GUADALUPE	KINDER B/I	311	Guadalupe Meza
SAUCEDO	CYNTHIA	KINDER	313	Cynthia Saucedo
ALDERETE	ENRIQUE	FIRST	407	Enrique Alderete
ARRAMBIDE	ROSA	FIRST	409	Rosa Arrambide
DEVRIES	LAUREN	FIRST	405	Lauren Devries
JALOMOS	BRENDA	FIRST B/I	403	Brenda Jalomos
LIMON	JOSE	FIRST B/I	401	Jose Limon
HERNANDEZ	PATRICIA	SECOND B/I	420	Patricia Hernandez
LADNER	KHRISTOPHER	SECOND	408	Kristopher Ladner
MARTINEZ	HILDA	SECOND	423	Hilda Martinez
PARSONS	KARRIE	SECOND	421	Karrie Parsons
SAUCEDO	TOMASA	SECOND B/I	418	Tomas Saucedo
OWENS-ZAPATA	MERCEDEZ	THIRD	416	Mercedes Owens-Zapata
SIMON	ROSALINDA	THRID	412	Rosalinda Simon
SMITH	MIA	THIRD	414	Mia Smith
SOTO	MONICA	THIRD	419	Monica Soto
HERNANDEZ	BRENDA	FOURTH B/I	328	Brenda Hernandez
HERNANDEZ	RICHARD	FOURTH	330	Richard Hernandez
LUJAN	KELLY	FOURTH	329	Kelly Lujan
RANGEL	GUADALUPE	FOURTH	331	Guadalupe Rangel
CARDENAS	RAQUEL	FIFTH	322	Raquel Cardenas
MEDINA	BERNICE	FIFTH	324	Bernice Medina
TSCHETTER	MICHELE	FIFTH	320	Michele Tschetter
VELASQUEZ	CRYSTAL	FIFTH B/I	326	Crystal Velasquez

Yulissa Hernandez student teacher

# McKinney-Vento Families in Transition Education Assistance Act

SFDRCSID Federal and State Programs Department



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## Key Provisions of McKinney-Vento Federal Law:

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, reauthorized by ESSA-Title I, Part A-Improving Basic Programs:

- Immediate enrollment/eliminate barriers
- Choice of schools in the best interest of the child
- Transportation services upon parent request
- Educational resources/supplies, clothing, hygiene products
- Free reimbursable meals (breakfast, lunch)
- Academic support and tutoring

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## Who is considered homeless?

- Individuals who lack a Fixed, Adequate and Regular (FAR) nighttime residence, including:
- Sharing the housing of other persons due to loss of housing, economic hardship, or similar reasons.
- Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative, adequate accommodations.
- Living in emergency or transitional shelters.
- Awaiting foster care placement. Having 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.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar situations.
- Migratory children living in the circumstances described above.
- Unaccompanied youth living in the circumstances described above.

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**The Value and Utility of Parental and Family Engagement Staff Training**



Federal and State Programs  
2021-2022

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**ESSA TITLE I REQUIREMENTS**

- Must train staff on the Value and Utility of Parent and Family Engagement.
- Must train staff on McKinney-Vento/Families in Transition.
- With parents, jointly create Campus Parent and Family Engagement Policy and School-Compact.
- Hold 2 Title I meetings in the fall with flexible hours.
- Encourage campus Parent and Family Engagement.
- Provide parents available school and community resources.




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**What is Parental and Family Engagement?**

- The participation of parents and families in regular two-way, meaningful communication involving their student's academic learning and other school activities.
- Every family functions as a home learning environment, regardless of its structure, economic level, ethnic or cultural background.
- Consequently, every family has the potential to support and improve the academic achievement of their children.
- Parents are their child's first teacher.
- Parent engagement is a process and not a one time activity as it requires ongoing energy and effort.




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## Parent and Family Engagement include:

- participation of parents and families in regular, two-way meaningful communication involving student academic learning and other school activities ensuring.
- parents/families play an important role in assisting their child's learning.
- parents/families are encouraged to be actively involved in their child's education at school.
- parents/families are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.



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## Outdated thinking of Parent and Family Engagement:

- Parents should come to school only when invited.
- Parents only come to school for discipline issues.
- Stay-at-home mothers serve as "homeroom mothers".
- Parents visit school mainly for children's performances and open houses.
- Parents only help raise money for school.



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## Welcoming Atmosphere:

- The physical environment: parking areas, office, classrooms, lobby, hallways, classrooms, cafeteria, playground, etc.
- Written materials: newsletters, student and school activity calendars, parent handbook, flyers and other materials distributed by the school in a language parents can understand. Attractive and informative campus website, polite, informative telephone message lines.
- Procedures and policies: the polite and informative communication of events, open house, conferences, etc.
- Staff visible throughout the entire day with a welcoming smile.



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## Parent and Family Engagement benefits:

- Research demonstrates parent and family engagement significantly contributes to improved student outcomes.
- Everyone including all students, parents, teachers, administrators and communities benefit from family engagement.
- Improvements occur regardless of economic, racial or cultural backgrounds.
- More positive attitudes toward school and teachers.
- Higher achievement, better attendance and more homework completed consistently.
- Reduced drop out rates.
- Higher graduation rates and enrollment rates in post-secondary education.
- Improved school environment accomplished through feelings of "ownership" in entity.



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## Barriers to Family Engagement:

- Language differences
- Divide Between Home and School
- Past Negative Experiences With Education
- Negative View of the School System
- Understanding the culture and family dynamic is KEY to building positive partnerships with students and families.



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## Overcoming Barriers:

- Sharing information is a two way process.
- Share with families what is happening in your school and have families share about the child's experiences.
- Home visits or visits to neutral sites are less threatening environments.
- Written correspondence is not as effective as personal conferences and in the language of the parent.
- Offer times and locations of scheduled meetings convenient for parents.
- Have interpreters and childcare available.
- Offer bilingual staff, phone calls, written communications in Spanish when needed.
- Meetings should be informal and based upon family interests.
- Make final meetings more social events rather than formal events.
- Offer school-provided opportunities for participation by families, single parents, employed parents, fathers, etc.
- Ask families for event ideas and include them in your planning.
- Develop a plan for Parent and Community Engagement.



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### Staff Reflections:

- ❑ Why are some teachers more successful than others in engaging parents?
- ❑ For what reasons do parents currently visit your campus?
- ❑ Reflect and share the parental and family engagement level at your campus and in individual classrooms.
- ❑ What is one goal you have set to improve your parent communication?
- ❑ How can you help make your school more inviting?
- ❑ What can I do to improve my relationship with my parents?



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### Positive School Climate

"It doesn't matter how many structured activities a school creates, parents must feel welcomed, accepted, respected and validated at their school and by school leaders. That atmosphere is something that has to be ingrained rather than something contrived by events that are primarily intended to be scored or counted."

• Unknown Principal



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### QUESTIONS?

Have a successful, positive and engaging school year!



SFDRCSID Federal and State Programs

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Texas Education Agency  
**2021 Federal Report Card**  
**RUBEN CHAVIRA EL (233901111) - 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
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	67%	58%	<b>58%</b>	-	58%	-	-	-	-	-	51%	100%	50%	59%	36%	48%	67%	*	-	-	-
	CWD	42%	43%	<b>50%</b>	-	50%	-	-	-	-	-	40%	*	50%	-	*	*	*	-	-	-	-
	CWOD	70%	60%	<b>59%</b>	-	59%	-	-	-	-	-	53%	100%	-	59%	38%	48%	68%	*	-	-	-
	EL	54%	28%	<b>36%</b>	-	36%	-	-	-	-	-	36%	-	*	38%	36%	18%	50%	*	-	-	-
	Male	64%	55%	<b>48%</b>	-	48%	-	-	-	-	-	46%	*	*	48%	18%	48%	-	*	-	-	-
	Female	70%	61%	<b>67%</b>	-	67%	-	-	-	-	-	57%	100%	*	68%	50%	-	67%	*	-	-	-
Mathematics	All Students	61%	46%	<b>44%</b>	-	44%	-	-	-	-	-	38%	86%	50%	43%	32%	48%	41%	*	-	-	-
	CWD	40%	32%	<b>50%</b>	-	50%	-	-	-	-	-	40%	*	50%	-	*	*	*	-	-	-	-
	CWOD	64%	48%	<b>43%</b>	-	43%	-	-	-	-	-	38%	83%	-	43%	29%	48%	40%	*	-	-	-
	EL	51%	27%	<b>32%</b>	-	32%	-	-	-	-	-	32%	-	*	29%	32%	45%	21%	*	-	-	-
	Male	63%	49%	<b>48%</b>	-	48%	-	-	-	-	-	46%	*	*	48%	45%	48%	-	*	-	-	-

Texas Education Agency  
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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	
Mathematics	Female	59%	43%	<b>41%</b>	-	41%	-	-	-	-	-	29%	83%	*	40%	21%	-	41%	*	-	-	-	
<b>Grade 4</b>																							
Reading	All Students	62%	55%	<b>52%</b>	-	53%	*	-	-	-	-	48%	75%	23%	58%	25%	34%	68%	-	-	-	-	
	CWD	34%	27%	<b>23%</b>	-	23%	-	-	-	-	-	25%	*	23%	-	17%	11%	*	-	-	-	-	
	CWOD	66%	59%	<b>58%</b>	-	59%	*	-	-	-	-	53%	82%	-	58%	27%	42%	69%	-	-	-	-	
	EL	48%	25%	<b>25%</b>	-	25%	-	-	-	-	-	23%	*	17%	27%	25%	29%	18%	-	-	-	-	
	Male	59%	48%	<b>34%</b>	-	35%	*	-	-	-	-	36%	*	11%	42%	29%	34%	-	-	-	-	-	
	Female	66%	61%	<b>68%</b>	-	68%	-	-	-	-	-	60%	90%	*	69%	18%	-	68%	-	-	-	-	-
Mathematics	All Students	58%	44%	<b>53%</b>	-	53%	*	-	-	-	-	48%	83%	0%	65%	43%	46%	60%	-	-	-	-	
	CWD	35%	25%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-	
	CWOD	62%	47%	<b>65%</b>	-	64%	*	-	-	-	-	59%	91%	-	65%	55%	62%	67%	-	-	-	-	
	EL	46%	24%	<b>43%</b>	-	43%	-	-	-	-	-	38%	*	0%	55%	43%	41%	45%	-	-	-	-	
	Male	61%	43%	<b>46%</b>	-	44%	*	-	-	-	-	48%	*	0%	62%	41%	46%	-	-	-	-	-	-
	Female	56%	44%	<b>60%</b>	-	60%	-	-	-	-	-	47%	100%	*	67%	45%	-	60%	-	-	-	-	-
<b>Grade 5</b>																							
Reading	All Students	72%	63%	<b>47%</b>	-	47%	-	-	-	-	-	45%	63%	39%	50%	15%	38%	59%	*	-	-	*	
	CWD	41%	30%	<b>39%</b>	-	39%	-	-	-	-	-	41%	*	39%	-	17%	33%	50%	-	-	-	*	
	CWOD	77%	70%	<b>50%</b>	-	50%	-	-	-	-	-	46%	71%	-	50%	14%	40%	62%	*	-	-	-	
	EL	61%	22%	<b>15%</b>	-	15%	-	-	-	-	-	18%	*	17%	14%	15%	8%	25%	-	-	-	-	
	Male	69%	60%	<b>38%</b>	-	38%	-	-	-	-	-	36%	*	33%	40%	8%	38%	-	*	-	-	*	
	Female	76%	67%	<b>59%</b>	-	59%	-	-	-	-	-	57%	*	50%	62%	25%	-	59%	*	-	-	-	-
Mathematics	All Students	69%	59%	<b>56%</b>	-	56%	-	-	-	-	-	57%	50%	56%	57%	15%	51%	63%	*	-	-	*	
	CWD	47%	35%	<b>56%</b>	-	56%	-	-	-	-	-	59%	*	56%	-	33%	58%	50%	-	-	-	*	
	CWOD	73%	63%	<b>57%</b>	-	57%	-	-	-	-	-	56%	57%	-	57%	7%	48%	67%	*	-	-	-	
	EL	59%	34%	<b>15%</b>	-	15%	-	-	-	-	-	18%	*	33%	7%	15%	8%	25%	-	-	-	-	
	Male	70%	57%	<b>51%</b>	-	51%	-	-	-	-	-	55%	*	58%	48%	8%	51%	-	*	-	-	*	
	Female	69%	60%	<b>63%</b>	-	63%	-	-	-	-	-	61%	*	50%	67%	25%	-	63%	*	-	-	-	-
Science	All Students	61%	47%	<b>42%</b>	-	42%	-	-	-	-	-	40%	50%	39%	43%	0%	37%	48%	*	-	-	*	
	CWD	36%	23%	<b>39%</b>	-	39%	-	-	-	-	-	41%	*	39%	-	0%	33%	50%	-	-	-	*	
	CWOD	65%	52%	<b>43%</b>	-	43%	-	-	-	-	-	40%	57%	-	43%	0%	38%	48%	*	-	-	-	
	EL	43%	15%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-	
	Male	63%	50%	<b>37%</b>	-	37%	-	-	-	-	-	38%	*	33%	38%	0%	37%	-	*	-	-	*	
	Female	59%	44%	<b>48%</b>	-	48%	-	-	-	-	-	43%	*	50%	48%	0%	-	48%	*	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																							
<b>Grade 3</b>																							
Reading	All Students	38%	28%	<b>15%</b>	-	15%	-	-	-	-	-	9%	57%	33%	13%	4%	16%	15%	*	-	-	-	
	CWD	23%	19%	<b>33%</b>	-	33%	-	-	-	-	-	20%	*	33%	-	*	*	*	-	-	-	-	
	CWOD	40%	29%	<b>13%</b>	-	13%	-	-	-	-	-	8%	50%	-	13%	4%	14%	12%	*	-	-	-	
	EL	24%	7%	<b>4%</b>	-	4%	-	-	-	-	-	4%	-	*	4%	4%	0%	7%	*	-	-	-	
	Male	36%	25%	<b>16%</b>	-	16%	-	-	-	-	-	13%	*	*	14%	0%	16%	-	*	-	-	-	

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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%	<b>15%</b>	-	15%	-	-	-	-	-	5%	50%	*	12%	7%	-	15%	*	-	-	-
Mathematics	All Students	30%	20%	<b>10%</b>	-	10%	-	-	-	-	-	7%	29%	17%	9%	0%	12%	7%	*	-	-	-
	CWD	21%	19%	<b>17%</b>	-	17%	-	-	-	-	-	20%	*	17%	-	*	*	*	-	-	-	-
	CWOD	31%	21%	<b>9%</b>	-	9%	-	-	-	-	-	5%	33%	-	9%	0%	10%	8%	*	-	-	-
	EL	20%	5%	<b>0%</b>	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	*	-	-	-
	Male	33%	21%	<b>12%</b>	-	12%	-	-	-	-	-	8%	*	*	10%	0%	12%	-	*	-	-	-
	Female	27%	19%	<b>7%</b>	-	7%	-	-	-	-	-	5%	17%	*	8%	0%	-	7%	*	-	-	-
<b>Grade 4</b>																						
Reading	All Students	36%	27%	<b>24%</b>	-	24%	*	-	-	-	-	16%	67%	8%	27%	4%	11%	35%	-	-	-	-
	CWD	20%	15%	<b>8%</b>	-	8%	-	-	-	-	-	8%	*	8%	-	0%	0%	*	-	-	-	-
	CWOD	38%	30%	<b>27%</b>	-	28%	*	-	-	-	-	18%	73%	-	27%	5%	15%	36%	-	-	-	-
	EL	22%	9%	<b>4%</b>	-	4%	-	-	-	-	-	0%	*	0%	5%	4%	0%	9%	-	-	-	-
	Male	34%	23%	<b>11%</b>	-	12%	*	-	-	-	-	12%	*	0%	15%	0%	11%	-	-	-	-	-
	Female	38%	33%	<b>35%</b>	-	35%	-	-	-	-	-	20%	80%	*	36%	9%	-	35%	-	-	-	-
Mathematics	All Students	35%	21%	<b>25%</b>	-	26%	*	-	-	-	-	22%	42%	0%	31%	14%	23%	28%	-	-	-	-
	CWD	22%	14%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	37%	22%	<b>31%</b>	-	31%	*	-	-	-	-	27%	45%	-	31%	18%	31%	31%	-	-	-	-
	EL	23%	7%	<b>14%</b>	-	14%	-	-	-	-	-	15%	*	0%	18%	14%	24%	0%	-	-	-	-
	Male	38%	21%	<b>23%</b>	-	24%	*	-	-	-	-	24%	*	0%	31%	24%	23%	-	-	-	-	-
	Female	32%	20%	<b>28%</b>	-	28%	-	-	-	-	-	20%	50%	*	31%	0%	-	28%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	45%	32%	<b>17%</b>	-	17%	-	-	-	-	-	14%	38%	6%	22%	0%	11%	26%	*	-	-	*
	CWD	22%	15%	<b>6%</b>	-	6%	-	-	-	-	-	6%	*	6%	-	0%	8%	0%	-	-	-	*
	CWOD	49%	36%	<b>22%</b>	-	22%	-	-	-	-	-	18%	43%	-	22%	0%	12%	33%	*	-	-	-
	EL	30%	4%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	42%	30%	<b>11%</b>	-	11%	-	-	-	-	-	9%	*	8%	12%	0%	11%	-	*	-	-	*
	Female	49%	35%	<b>26%</b>	-	26%	-	-	-	-	-	22%	*	0%	33%	0%	-	26%	*	-	-	-
Mathematics	All Students	43%	32%	<b>27%</b>	-	27%	-	-	-	-	-	25%	38%	6%	35%	0%	22%	33%	*	-	-	*
	CWD	24%	15%	<b>6%</b>	-	6%	-	-	-	-	-	6%	*	6%	-	0%	8%	0%	-	-	-	*
	CWOD	46%	35%	<b>35%</b>	-	35%	-	-	-	-	-	33%	43%	-	35%	0%	28%	43%	*	-	-	-
	EL	30%	13%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	45%	32%	<b>22%</b>	-	22%	-	-	-	-	-	21%	*	8%	28%	0%	22%	-	*	-	-	*
	Female	42%	32%	<b>33%</b>	-	33%	-	-	-	-	-	30%	*	0%	43%	0%	-	33%	*	-	-	-
Science	All Students	30%	17%	<b>18%</b>	-	18%	-	-	-	-	-	19%	13%	11%	21%	0%	24%	11%	*	-	-	*
	CWD	20%	14%	<b>11%</b>	-	11%	-	-	-	-	-	12%	*	11%	-	0%	17%	0%	-	-	-	*
	CWOD	32%	17%	<b>21%</b>	-	21%	-	-	-	-	-	23%	14%	-	21%	0%	27%	14%	*	-	-	-
	EL	14%	4%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	34%	22%	<b>24%</b>	-	24%	-	-	-	-	-	24%	*	17%	27%	0%	24%	-	*	-	-	*
	Female	27%	11%	<b>11%</b>	-	11%	-	-	-	-	-	13%	*	0%	14%	0%	-	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
<b>Grade 3</b>																						
Reading	All Students	19%	11%	8%	-	8%	-	-	-	-	-	2%	43%	0%	9%	0%	8%	7%	*	-	-	-
	CWD	7%	3%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	21%	12%	9%	-	9%	-	-	-	-	-	3%	50%	-	9%	0%	10%	8%	*	-	-	-
	EL	11%	2%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	*	-	-	-
	Male	17%	10%	8%	-	8%	-	-	-	-	-	4%	*	*	10%	0%	8%	-	*	-	-	-
	Female	20%	13%	7%	-	7%	-	-	-	-	-	0%	33%	*	8%	0%	-	7%	*	-	-	-
Mathematics	All Students	14%	7%	6%	-	6%	-	-	-	-	-	4%	14%	17%	4%	0%	8%	4%	*	-	-	-
	CWD	7%	5%	17%	-	17%	-	-	-	-	-	20%	*	17%	-	*	*	*	-	-	-	-
	CWOD	15%	7%	4%	-	4%	-	-	-	-	-	3%	17%	-	4%	0%	5%	4%	*	-	-	-
	EL	8%	1%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	*	-	-	-
	Male	16%	7%	8%	-	8%	-	-	-	-	-	4%	*	*	5%	0%	8%	-	*	-	-	-
	Female	12%	7%	4%	-	4%	-	-	-	-	-	5%	0%	*	4%	0%	-	4%	*	-	-	-
<b>Grade 4</b>																						
Reading	All Students	17%	11%	9%	-	9%	*	-	-	-	-	6%	25%	0%	11%	0%	6%	13%	-	-	-	-
	CWD	6%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	19%	13%	11%	-	11%	*	-	-	-	-	8%	27%	-	11%	0%	8%	14%	-	-	-	-
	EL	8%	2%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	16%	9%	6%	-	6%	*	-	-	-	-	6%	*	0%	8%	0%	6%	-	-	-	-	-
	Female	19%	12%	13%	-	13%	-	-	-	-	-	7%	30%	*	14%	0%	-	13%	-	-	-	-
Mathematics	All Students	21%	9%	9%	-	9%	*	-	-	-	-	6%	25%	0%	11%	4%	3%	15%	-	-	-	-
	CWD	9%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	23%	10%	11%	-	11%	*	-	-	-	-	8%	27%	-	11%	5%	4%	17%	-	-	-	-
	EL	11%	2%	4%	-	4%	-	-	-	-	-	4%	*	0%	5%	4%	6%	0%	-	-	-	-
	Male	23%	8%	3%	-	3%	*	-	-	-	-	3%	*	0%	4%	6%	3%	-	-	-	-	-
	Female	18%	9%	15%	-	15%	-	-	-	-	-	10%	30%	*	17%	0%	-	15%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	29%	18%	9%	-	9%	-	-	-	-	-	9%	13%	0%	13%	0%	3%	19%	*	-	-	*
	CWD	8%	5%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	*
	CWOD	33%	21%	13%	-	13%	-	-	-	-	-	13%	14%	-	13%	0%	4%	24%	*	-	-	-
	EL	15%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	27%	16%	3%	-	3%	-	-	-	-	-	3%	*	0%	4%	0%	3%	-	*	-	-	*
	Female	32%	20%	19%	-	19%	-	-	-	-	-	17%	*	0%	24%	0%	-	19%	*	-	-	-
Mathematics	All Students	24%	15%	13%	-	13%	-	-	-	-	-	14%	0%	0%	17%	0%	11%	15%	*	-	-	*
	CWD	9%	5%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	*
	CWOD	26%	17%	17%	-	17%	-	-	-	-	-	21%	0%	-	17%	0%	16%	19%	*	-	-	-
	EL	14%	5%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	25%	16%	11%	-	11%	-	-	-	-	-	12%	*	0%	16%	0%	11%	-	*	-	-	*
	Female	23%	14%	15%	-	15%	-	-	-	-	-	17%	*	0%	19%	0%	-	15%	*	-	-	-

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**RUBEN CHAVIRA EL (233901111) - 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
Science	All Students	12%	7%	6%	-	6%	-	-	-	-	-	5%	13%	0%	9%	0%	8%	4%	*	-	-	*
	CWD	6%	2%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	*
	CWOD	13%	7%	9%	-	9%	-	-	-	-	-	8%	14%	-	9%	0%	12%	5%	*	-	-	-
	EL	4%	3%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	14%	9%	8%	-	8%	-	-	-	-	-	6%	*	0%	12%	0%	8%	-	*	-	-	*
	Female	10%	4%	4%	-	4%	-	-	-	-	-	4%	*	0%	5%	0%	-	4%	*	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	67%	58%	50%	-	50%	*	-	-	-	-	47%	73%	36%	54%	25%	43%	59%	50%	-	-	*
	CWD	38%	28%	36%	-	36%	-	-	-	-	-	36%	29%	36%	-	16%	32%	43%	-	-	-	*
	CWOD	71%	63%	54%	-	54%	*	-	-	-	-	50%	78%	-	54%	27%	46%	61%	50%	-	-	-
	EL	47%	26%	25%	-	25%	-	-	-	-	-	25%	23%	16%	27%	25%	23%	29%	*	-	-	-
	Male	65%	55%	43%	-	43%	*	-	-	-	-	43%	33%	32%	46%	23%	43%	-	60%	-	-	*
	Female	69%	61%	59%	-	59%	-	-	-	-	-	51%	89%	43%	61%	29%	-	59%	40%	-	-	-
Reading	All Students	68%	61%	52%	-	52%	*	-	-	-	-	48%	78%	35%	56%	26%	39%	65%	*	-	-	*
	CWD	35%	28%	35%	-	35%	-	-	-	-	-	35%	*	35%	-	15%	28%	50%	-	-	-	*
	CWOD	72%	67%	56%	-	56%	*	-	-	-	-	51%	83%	-	56%	28%	43%	67%	*	-	-	-
	EL	46%	24%	26%	-	26%	-	-	-	-	-	26%	20%	15%	28%	26%	20%	33%	*	-	-	-
	Male	63%	55%	39%	-	40%	*	-	-	-	-	39%	43%	28%	43%	20%	39%	-	*	-	-	*
	Female	72%	67%	65%	-	65%	-	-	-	-	-	58%	90%	50%	67%	33%	-	65%	*	-	-	-
Mathematics	All Students	65%	53%	52%	-	52%	*	-	-	-	-	48%	74%	35%	56%	32%	48%	55%	*	-	-	*
	CWD	39%	28%	35%	-	35%	-	-	-	-	-	35%	*	35%	-	23%	36%	33%	-	-	-	*
	CWOD	68%	57%	56%	-	56%	*	-	-	-	-	52%	79%	-	56%	33%	53%	59%	*	-	-	-
	EL	49%	28%	32%	-	32%	-	-	-	-	-	31%	40%	23%	33%	32%	33%	30%	*	-	-	-
	Male	65%	52%	48%	-	48%	*	-	-	-	-	50%	29%	36%	53%	33%	48%	-	*	-	-	*
	Female	65%	54%	55%	-	55%	-	-	-	-	-	46%	90%	33%	59%	30%	-	55%	*	-	-	-
Science	All Students	70%	60%	42%	-	42%	-	-	-	-	-	40%	50%	39%	43%	0%	37%	48%	*	-	-	*
	CWD	42%	27%	39%	-	39%	-	-	-	-	-	41%	*	39%	-	0%	33%	50%	-	-	-	*
	CWOD	74%	65%	43%	-	43%	-	-	-	-	-	40%	57%	-	43%	0%	38%	48%	*	-	-	-
	EL	47%	25%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	70%	59%	37%	-	37%	-	-	-	-	-	38%	*	33%	38%	0%	37%	-	*	-	-	*
	Female	71%	60%	48%	-	48%	-	-	-	-	-	43%	*	50%	48%	0%	-	48%	*	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	41%	30%	20%	-	20%	*	-	-	-	-	17%	42%	9%	23%	4%	17%	23%	20%	-	-	*
	CWD	21%	13%	9%	-	9%	-	-	-	-	-	8%	14%	9%	-	0%	10%	7%	-	-	-	*
	CWOD	44%	33%	23%	-	23%	*	-	-	-	-	19%	45%	-	23%	4%	20%	26%	20%	-	-	-
	EL	20%	8%	4%	-	4%	-	-	-	-	-	3%	8%	0%	4%	4%	4%	3%	*	-	-	-
	Male	40%	28%	17%	-	17%	*	-	-	-	-	16%	28%	10%	20%	4%	17%	-	40%	-	-	*
	Female	42%	33%	23%	-	23%	-	-	-	-	-	17%	48%	7%	26%	3%	-	23%	0%	-	-	-

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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	All Students	44%	35%	<b>19%</b>	-	19%	*	-	-	-	-	13%	56%	11%	21%	3%	12%	27%	*	-	-	*
	CWD	20%	13%	<b>11%</b>	-	11%	-	-	-	-	-	9%	*	11%	-	0%	8%	17%	-	-	-	*
	CWOD	47%	39%	<b>21%</b>	-	22%	*	-	-	-	-	15%	58%	-	21%	3%	14%	28%	*	-	-	-
	EL	20%	7%	<b>3%</b>	-	3%	-	-	-	-	-	1%	20%	0%	3%	3%	0%	6%	*	-	-	-
	Male	40%	30%	<b>12%</b>	-	13%	*	-	-	-	-	11%	29%	8%	14%	0%	12%	-	*	-	-	*
	Female	48%	41%	<b>27%</b>	-	27%	-	-	-	-	-	16%	65%	17%	28%	6%	-	27%	*	-	-	-
Mathematics	All Students	37%	25%	<b>21%</b>	-	22%	*	-	-	-	-	19%	37%	5%	25%	5%	20%	23%	*	-	-	*
	CWD	21%	12%	<b>5%</b>	-	5%	-	-	-	-	-	6%	*	5%	-	0%	8%	0%	-	-	-	*
	CWOD	39%	27%	<b>25%</b>	-	25%	*	-	-	-	-	22%	42%	-	25%	7%	24%	27%	*	-	-	-
	EL	20%	8%	<b>5%</b>	-	5%	-	-	-	-	-	6%	0%	0%	7%	5%	10%	0%	*	-	-	-
	Male	37%	24%	<b>20%</b>	-	20%	*	-	-	-	-	19%	29%	8%	24%	10%	20%	-	*	-	-	*
	Female	36%	25%	<b>23%</b>	-	23%	-	-	-	-	-	19%	40%	0%	27%	0%	-	23%	*	-	-	-
Science	All Students	43%	30%	<b>18%</b>	-	18%	-	-	-	-	-	19%	13%	11%	21%	0%	24%	11%	*	-	-	*
	CWD	22%	14%	<b>11%</b>	-	11%	-	-	-	-	-	12%	*	11%	-	0%	17%	0%	-	-	-	*
	CWOD	46%	32%	<b>21%</b>	-	21%	-	-	-	-	-	23%	14%	-	21%	0%	27%	14%	*	-	-	-
	EL	17%	7%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	44%	31%	<b>24%</b>	-	24%	-	-	-	-	-	24%	*	17%	27%	0%	24%	-	*	-	-	*
	Female	42%	28%	<b>11%</b>	-	11%	-	-	-	-	-	13%	*	0%	14%	0%	-	11%	*	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	18%	10%	<b>9%</b>	-	9%	*	-	-	-	-	7%	19%	1%	11%	1%	6%	11%	10%	-	-	*
	CWD	7%	4%	<b>1%</b>	-	1%	-	-	-	-	-	1%	0%	1%	-	0%	2%	0%	-	-	-	*
	CWOD	19%	11%	<b>11%</b>	-	11%	*	-	-	-	-	9%	22%	-	11%	1%	8%	13%	10%	-	-	-
	EL	7%	2%	<b>1%</b>	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	1%	0%	*	-	-	-
	Male	17%	9%	<b>6%</b>	-	7%	*	-	-	-	-	6%	17%	2%	8%	1%	6%	-	20%	-	-	*
	Female	19%	11%	<b>11%</b>	-	11%	-	-	-	-	-	9%	20%	0%	13%	0%	-	11%	0%	-	-	-
Reading	All Students	18%	11%	<b>9%</b>	-	9%	*	-	-	-	-	6%	26%	0%	11%	0%	5%	13%	*	-	-	*
	CWD	6%	3%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	*
	CWOD	20%	12%	<b>11%</b>	-	11%	*	-	-	-	-	8%	29%	-	11%	0%	7%	15%	*	-	-	-
	EL	7%	1%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*	-	-	-
	Male	16%	9%	<b>5%</b>	-	5%	*	-	-	-	-	4%	14%	0%	7%	0%	5%	-	*	-	-	*
	Female	21%	13%	<b>13%</b>	-	13%	-	-	-	-	-	8%	30%	0%	15%	0%	-	13%	*	-	-	-
Mathematics	All Students	17%	9%	<b>9%</b>	-	9%	*	-	-	-	-	9%	15%	3%	11%	1%	7%	12%	*	-	-	*
	CWD	8%	4%	<b>3%</b>	-	3%	-	-	-	-	-	3%	*	3%	-	0%	4%	0%	-	-	-	*
	CWOD	18%	10%	<b>11%</b>	-	11%	*	-	-	-	-	10%	17%	-	11%	2%	8%	13%	*	-	-	-
	EL	8%	3%	<b>1%</b>	-	1%	-	-	-	-	-	1%	0%	0%	2%	1%	3%	0%	*	-	-	-
	Male	18%	9%	<b>7%</b>	-	7%	*	-	-	-	-	7%	14%	4%	8%	3%	7%	-	*	-	-	*
	Female	16%	9%	<b>12%</b>	-	12%	-	-	-	-	-	11%	15%	0%	13%	0%	-	12%	*	-	-	-

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**RUBEN CHAVIRA EL (233901111) - 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
Science	All Students	19%	10%	6%	-	6%	-	-	-	-	-	5%	13%	0%	9%	0%	8%	4%	*	-	-	*
	CWD	8%	4%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	*
	CWOD	20%	11%	9%	-	9%	-	-	-	-	-	8%	14%	-	9%	0%	12%	5%	*	-	-	-
	EL	4%	3%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	20%	10%	8%	-	8%	-	-	-	-	-	6%	*	0%	12%	0%	8%	-	*	-	-	*
	Female	18%	10%	4%	-	4%	-	-	-	-	-	4%	*	0%	5%	0%	-	4%	*	-	-	-

- 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
196	7	4%

- 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	26	-	26	*	-	-	-	-	24	15	10
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	<b>93%</b>	-	93%	*	-	-	-	-	94%	86%	94%	93%	97%	91%	96%	100%
	CWD	<b>94%</b>	-	94%	-	-	-	-	-	93%	100%	94%	-	100%	94%	94%	-
	CWOD	<b>93%</b>	-	93%	*	-	-	-	-	94%	85%	-	93%	97%	90%	96%	100%
	EL	<b>97%</b>	-	97%	-	-	-	-	-	97%	100%	100%	97%	97%	96%	99%	*
	Male	<b>91%</b>	-	91%	*	-	-	-	-	92%	78%	94%	90%	96%	91%	-	100%
	Female	<b>96%</b>	-	96%	-	-	-	-	-	97%	90%	94%	96%	99%	-	96%	100%

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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	93%	-	93%	*	-	-	-	-	94%	87%	93%	93%	99%	91%	96%	*
	CWD	93%	-	93%	-	-	-	-	-	92%	*	93%	-	100%	93%	92%	-
	CWOD	93%	-	93%	*	-	-	-	-	95%	86%	-	93%	98%	90%	97%	*
	EL	99%	-	99%	-	-	-	-	-	99%	100%	100%	98%	99%	98%	100%	*
	Male	91%	-	91%	*	-	-	-	-	92%	78%	93%	90%	98%	91%	-	*
	Female	96%	-	96%	-	-	-	-	-	97%	91%	92%	97%	100%	-	96%	*
Mathematics	All Students	92%	-	92%	*	-	-	-	-	93%	87%	93%	92%	96%	90%	95%	*
	CWD	93%	-	93%	-	-	-	-	-	92%	*	93%	-	100%	93%	92%	-
	CWOD	92%	-	92%	*	-	-	-	-	94%	86%	-	92%	95%	89%	95%	*
	EL	96%	-	96%	-	-	-	-	-	96%	100%	100%	95%	96%	95%	97%	*
	Male	90%	-	90%	*	-	-	-	-	91%	78%	93%	89%	95%	90%	-	*
	Female	95%	-	95%	-	-	-	-	-	96%	91%	92%	95%	97%	-	95%	*
Science	All Students	94%	-	94%	-	-	-	-	-	97%	80%	100%	92%	95%	93%	96%	*
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	92%	-	92%	-	-	-	-	-	95%	78%	-	92%	94%	90%	95%	*
	EL	95%	-	95%	-	-	-	-	-	94%	*	100%	94%	95%	93%	100%	-
	Male	93%	-	93%	-	-	-	-	-	94%	80%	100%	90%	93%	93%	-	*
	Female	96%	-	96%	-	-	-	-	-	100%	80%	100%	95%	100%	-	96%	*
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	7%	-	7%	*	-	-	-	-	6%	14%	6%	7%	3%	9%	4%	0%
	CWD	6%	-	6%	-	-	-	-	-	7%	0%	6%	-	0%	6%	6%	-
	CWOD	7%	-	7%	*	-	-	-	-	6%	15%	-	7%	3%	10%	4%	0%
	EL	3%	-	3%	-	-	-	-	-	3%	0%	0%	3%	3%	4%	1%	*
	Male	9%	-	9%	*	-	-	-	-	8%	22%	6%	10%	4%	9%	-	0%
	Female	4%	-	4%	-	-	-	-	-	3%	10%	6%	4%	1%	-	4%	0%
Reading	All Students	7%	-	7%	*	-	-	-	-	6%	13%	7%	7%	1%	9%	4%	*
	CWD	7%	-	7%	-	-	-	-	-	8%	*	7%	-	0%	7%	8%	-
	CWOD	7%	-	7%	*	-	-	-	-	5%	14%	-	7%	2%	10%	3%	*
	EL	1%	-	1%	-	-	-	-	-	1%	0%	0%	2%	1%	2%	0%	*
	Male	9%	-	9%	*	-	-	-	-	8%	22%	7%	10%	2%	9%	-	*
	Female	4%	-	4%	-	-	-	-	-	3%	9%	8%	3%	0%	-	4%	*

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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
<b>Mathematics</b>	All Students	8%	-	8%	*	-	-	-	-	7%	13%	7%	8%	4%	10%	5%	*
	CWD	7%	-	7%	-	-	-	-	-	8%	*	7%	-	0%	7%	8%	-
	CWOD	8%	-	8%	*	-	-	-	-	6%	14%	-	8%	5%	11%	5%	*
	EL	4%	-	4%	-	-	-	-	-	4%	0%	0%	5%	4%	5%	3%	*
	Male	10%	-	10%	*	-	-	-	-	9%	22%	7%	11%	5%	10%	-	*
	Female	5%	-	5%	-	-	-	-	-	4%	9%	8%	5%	3%	-	5%	*
<b>Science</b>	All Students	6%	-	6%	-	-	-	-	-	3%	20%	0%	8%	5%	7%	4%	*
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	8%	-	8%	-	-	-	-	-	5%	22%	-	8%	6%	10%	5%	*
	EL	5%	-	5%	-	-	-	-	-	6%	*	0%	6%	5%	7%	0%	-
	Male	7%	-	7%	-	-	-	-	-	6%	20%	0%	10%	7%	7%	-	*
	Female	4%	-	4%	-	-	-	-	-	0%	20%	0%	5%	0%	-	4%	*
<b>SAT/ACT All Subjects</b>	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)

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>											
<b>In-School Suspensions</b>											

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	8	0	8	0	0	0	0	0	3		
	Female	2	1	1	0	0	0	0	0	0		
	Total	10	1	9	0	0	0	0	0	3		
<b>Out-of-School Suspensions</b>												
	Male	10	0	10	0	0	0	0	0	4		
	Female	2	1	1	0	0	0	0	0	0		
	Total	12	1	11	0	0	0	0	0	4		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	4	0	4	0	0	0	0	0	2		2
	Female	1	0	1	0	0	0	0	0	0		1
	Total	5	0	5	0	0	0	0	0	2		3
<b>Out-of-School Suspensions</b>												
	Male	8	0	8	0	0	0	0	0	3		5
	Female	2	0	2	0	0	0	0	0	0		2
	Total	10	0	10	0	0	0	0	0	3		7
<b>Expulsions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	29	1	26	2	-8	-8	-8	-8	15	7	-8
	Female	25	-8	23	-8	-8	-8	-8	2	11	3	-8
	Total	54	1	49	2	-8	-8	-8	2	26	10	-8

	<b>Total</b>
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	3
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0

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	<b>Total</b>
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	2
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	2
On the basis of religion	0

**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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

**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.

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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.1	15.0%
Teachers Teaching with Emergency or Provisional Credentials	1.2	3.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.7	8.4%

- 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
<b>Grade 3</b>						
Reading	4,966	1%	9	1%	*	2%
Mathematics	4,961	1%	9	1%	*	2%
<b>Grade 4</b>						
Reading	5,046	1%	10	1%	-	-
Mathematics	5,040	1%	10	1%	-	-
<b>Grade 5</b>						
Reading	5,133	1%	10	1%	*	1%
Mathematics	5,138	1%	10	1%	*	1%
Science	5,130	1%	10	1%	*	1%
<b>Grade 6</b>						
Reading	4,925	1%	9	1%	-	-
Mathematics	4,923	1%	9	1%	-	-
<b>Grade 7</b>						
Reading	4,586	1%	6	1%	-	-
Mathematics	4,581	1%	6	1%	-	-
<b>Grade 8</b>						
Reading	4,513	1%	6	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	4,507	1%	6	1%	-	-
Science	4,492	1%	6	1%	-	-
<b>End of Course</b>						
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%	-	-
<b>All Grades</b>						
All Subjects	85,481	1%	153	1%	5	1%
Reading	37,771	1%	67	1%	*	1%
Mathematics	33,664	1%	59	1%	*	1%
Science	14,046	1%	27	1%	*	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										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	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
		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

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	Mathematics	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%

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
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	4.1%	*	4.1%	*	-	-	-	-	3.7%	2.2%	5.5%

- 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:** 458  
**Grade Span:** KG - 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 RUBEN CHAVIRA EL, 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
<b>Attendance Rate (2019-20)</b>	99.1%	98.5%	98.3%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.0%	0.7%	12.7%
Hispanic	99.1%	93.6%	52.9%
White	0.9%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.0%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.3%	2.7%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	88.9%	71.3%	60.3%
Special Education	14.4%	13.0%	11.1%
Emergent Bilingual/EL	46.1%	17.3%	20.7%
<b>Mobility Rate (2019-20)</b>	11.8%	9.6%	13.8%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	19.5%	19.1%	17.7%
Grade 1	22.0%	19.9%	18.0%
Grade 2	15.0%	19.3%	18.0%
Grade 3	15.1%	18.3%	18.2%
Grade 4	19.0%	19.3%	18.3%
Grade 5	22.0%	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
<b>Instructional Expenditure Ratio</b>	n/a	58.5%	63.8%
<b>Instructional Staff Percent</b>	n/a	58.3%	64.6%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$9,411	\$10,349	\$10,406
Instruction	\$6,175	\$5,401	\$5,929
Instructional Leadership	\$70	\$205	\$173
School Leadership	\$675	\$507	\$620

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## 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
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>												
All Subjects	2021	67%	59%	<b>51%</b>	-	51%	*	-	-	-	-	46%
	2019	78%	72%	<b>72%</b>	-	72%	89%	-	-	-	-	69%
ELA/Reading	2021	68%	62%	<b>54%</b>	-	54%	*	-	-	-	-	49%
	2019	75%	69%	<b>69%</b>	-	68%	*	-	-	-	-	65%
Mathematics	2021	66%	54%	<b>54%</b>	-	54%	*	-	-	-	-	49%
	2019	82%	77%	<b>80%</b>	-	80%	*	-	-	-	-	78%
Writing	2021	58%	51%	<b>38%</b>	-	38%	*	-	-	-	-	31%
	2019	68%	58%	<b>61%</b>	-	60%	*	-	-	-	-	56%
Science	2021	71%	60%	<b>45%</b>	-	45%	-	-	-	-	-	44%
	2019	81%	75%	<b>67%</b>	-	67%	*	-	-	-	-	63%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2021	41%	31%	<b>20%</b>	-	20%	*	-	-	-	-	16%
	2019	50%	40%	<b>36%</b>	-	36%	44%	-	-	-	-	32%
ELA/Reading	2021	45%	36%	<b>20%</b>	-	20%	*	-	-	-	-	14%
	2019	48%	38%	<b>33%</b>	-	33%	*	-	-	-	-	29%
Mathematics	2021	37%	25%	<b>22%</b>	-	22%	*	-	-	-	-	19%
	2019	52%	43%	<b>43%</b>	-	43%	*	-	-	-	-	39%
Writing	2021	30%	21%	<b>17%</b>	-	17%	*	-	-	-	-	11%
	2019	38%	28%	<b>20%</b>	-	21%	*	-	-	-	-	18%
Science	2021	44%	30%	<b>19%</b>	-	19%	-	-	-	-	-	20%
	2019	54%	43%	<b>37%</b>	-	37%	*	-	-	-	-	29%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2021	18%	11%	<b>8%</b>	-	8%	*	-	-	-	-	6%
	2019	24%	17%	<b>14%</b>	-	14%	22%	-	-	-	-	11%
ELA/Reading	2021	18%	11%	<b>9%</b>	-	9%	*	-	-	-	-	6%
	2019	21%	13%	<b>15%</b>	-	15%	*	-	-	-	-	12%
Mathematics	2021	18%	9%	<b>10%</b>	-	10%	*	-	-	-	-	9%
	2019	26%	20%	<b>15%</b>	-	15%	*	-	-	-	-	13%
Writing	2021	9%	4%	<b>1%</b>	-	1%	*	-	-	-	-	0%
	2019	14%	8%	<b>1%</b>	-	1%	*	-	-	-	-	2%
Science	2021	20%	10%	<b>6%</b>	-	6%	-	-	-	-	-	5%
	2019	25%	16%	<b>15%</b>	-	15%	*	-	-	-	-	13%
<b>STAAR Assessment Participation (All Grades Tested)</b>												
All Subjects	2021	88%	94%	<b>93%</b>	-	93%	*	-	-	-	-	95%
	2019	99%	99%	<b>100%</b>	-	100%	100%	-	-	-	-	100%
ELA/Reading	2021	89%	94%	<b>93%</b>	-	93%	*	-	-	-	-	94%
	2019	99%	99%	<b>100%</b>	-	100%	*	-	-	-	-	100%
Mathematics	2021	88%	93%	<b>92%</b>	-	92%	*	-	-	-	-	93%
	2019	100%	100%	<b>100%</b>	-	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.