

DR LONNIE GREEN JR 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.*

Every child matters every day!

Principal: Mrs. Cheryl Pond

Cheryl Pond
905 Cantu
8307784750
cheryl.pond@sldr-cisd.org

Date Reviewed:

Date Approved:

DR LONNIE GREEN JR ELEMENTARY

Mission

At Dr. Lonnie Green Elementary, our mission is to invest in our future by providing an enriching education and build a culture of kindness. Our goal is to create a positive and caring community where students grow and thrive.

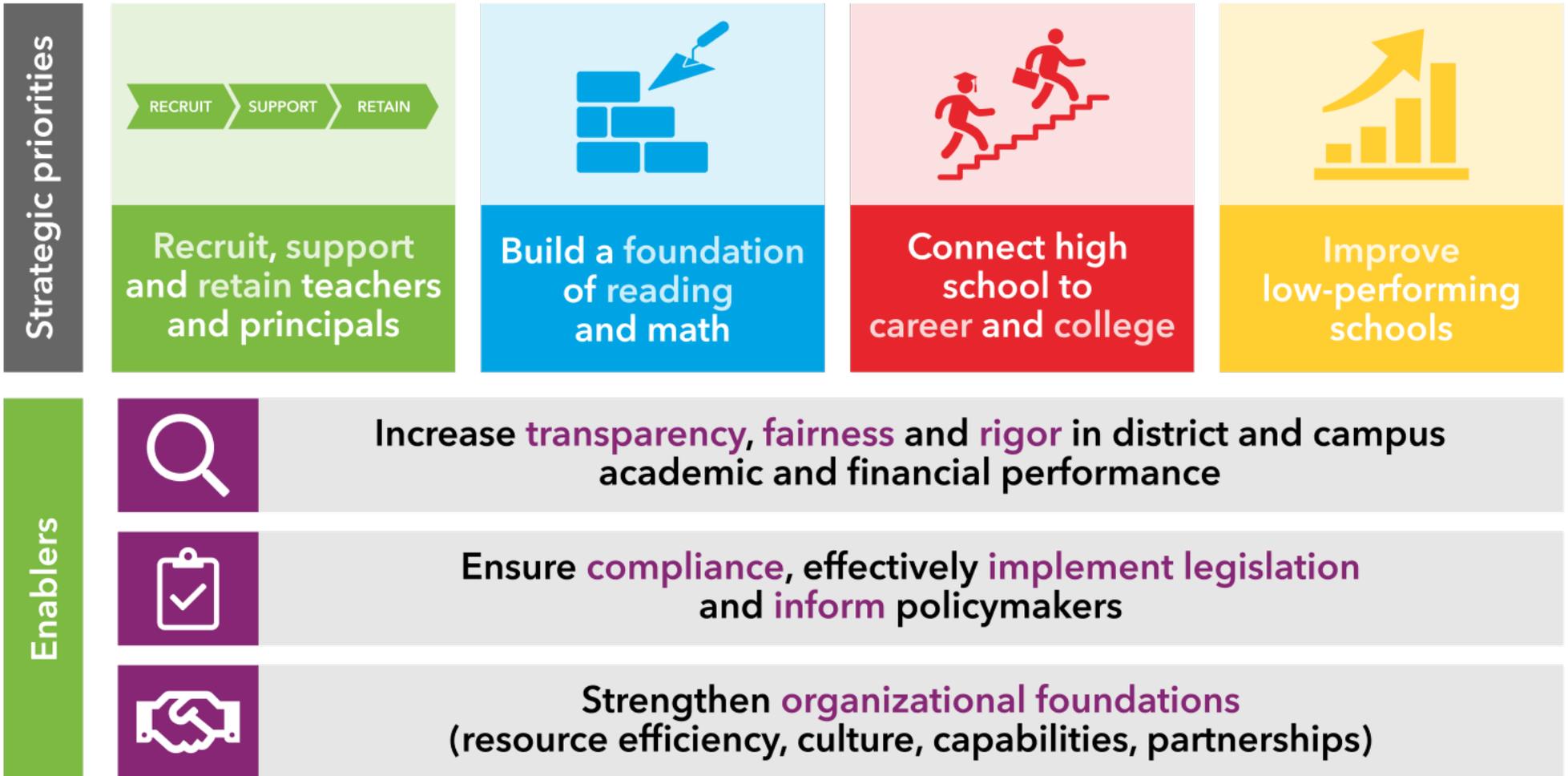
Vision

Lonnie Green Panthers demonstrate excellence in all that they do.

Nondiscrimination Notice

DR LONNIE GREEN JR 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>*

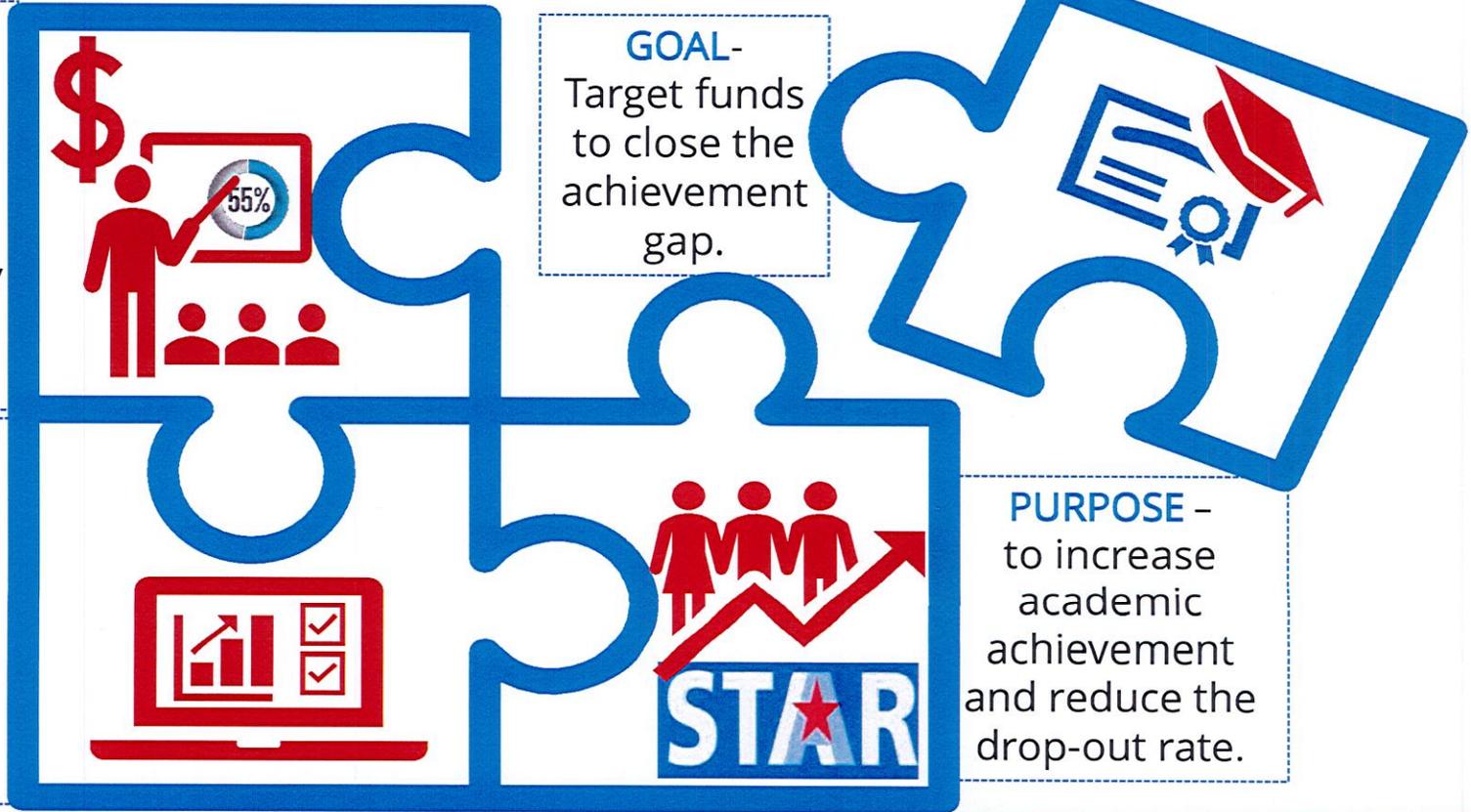
State Compensatory Education Program

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



DR LONNIE GREEN JR ELEMENTARY Site Base

Name	Position
Salas, Santiaga	Assistant Principal
Pond, Cheryl	Principal
Galindo, Sara	2nd Grade Teacher
Vasquez, Leticia	3rd Grade Reading Teacher
Barrientez, Michelle	4th Grade Reading Teacher
Dominguez, Harmandina	1st Grade Teacher
Ornelas, Rosa	Counselor
Rodriguez, Lanette	Kindergarten
Segura, Janice	5th Grade Teacher
Castro-Chavez, Rebekah	Art Teacher
Valdez, Lilliana	Parent
Nebel, Scott	Business
Nebel, Ashley	Community

DR LONNIE GREEN JR 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 June 2022, 70% of all students tested on STAAR will meet the state passing standard (meets/masters) in Reading at Dr. Lonnie Green Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Utilize district curriculum and assessments. During Planning Protocol teachers and administration will ensure that assessments are aligned to the standards at the expected level of rigor and allow for students to demonstrate conceptual and procedural understanding of the content utilizing strategies presented through NIET. Corrective instruction and spiraling will be built into teaching and learning. (Title I SW: 1,3,4,8,10) (Title I TA: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 1,2,3,4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers</p>	<p>August 2021- June 2022</p>	<p>(F)Title I - \$0, (S)Local Funds</p>	<p>06/22/22 - Completed 04/25/22 - Significant Progress 08/16/21 - Pending 01/22/21 - On Track 10/01/20 - On Track</p>
<p>2. All students will participate in Renaissance Accelerated reading program to set and meet individual goals for reading. (Title I SW: 1,3,6,10) (Title I TA: 1,2,3,4,5,7,8) (Target Group: All) (Strategic Priorities: 2,4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Librarian, Parents, Teachers</p>	<p>August 2021- June 2022</p>	<p>(S)State Compensatory - \$19,684</p>	<p>Criteria: Renaissance Reports 06/22/22 - Completed 04/25/22 - Significant Progress 08/16/21 - Pending 01/22/21 - Significant Progress 10/08/20 - Pending 10/08/20 - Pending 10/08/20 - Pending 10/08/20 - Pending</p>
<p>3. During Planning Protocol grade level teams and administration will create biweekly plans for implementation of high-leverage instructional strategies, such as guided reading as well as classroom procedures and routines that are modeled and practiced with fidelity in all classrooms. (Title I SW: 1,3,10) (Title I TA: 1,2,3,4,5) (Target Group: All,EB,SPED) (Strategic Priorities: 2,4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Librarian, Master Reading Teachers, Strategists, Teachers</p>	<p>August 2021- June 2022</p>	<p>(S)Local Funds - \$200</p>	<p>Criteria: Walk through and observation data. Response to feedback. 06/22/22 - Completed 04/25/22 - Significant Progress 01/22/21 - Pending 10/08/20 - Pending</p>
<p>4. Students in Tier I, Tier II and Tier III will receive academic interventions in reading and math during the school day. Intervention data will be collected and analyzed to assess the instructional effectiveness to prioritize students needs and determine root causes for mastery</p>	<p>Campus Administrators, Cluster/Department Leaders, Computer Aides, Counselors, Instructional Coaches, Teachers</p>	<p>August 2021- June 2022</p>	<p>(S)State Compensatory - \$6,898.92</p>	<p>Criteria: data sources for PM's, summatives, benchmarks, computer based curriculum and student work. 06/22/22 - Completed</p>

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

Objective 1. By June 2022, 70% of all students tested on STAAR will meet the state passing standard (meets/masters) in Reading at Dr. Lonnie Green Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
and non-mastery. (Lone Star Reading, Brainpop) (Title I SW: 1,2,3,10) (Title I TA: 1,2,3,4,5) (Target Group: All,H,ECD,Migrant,EB,SPED,AtRisk) (Strategic Priorities: 2,4)				04/25/22 - Significant Progress 08/16/21 - Pending 01/22/21 - Some Progress 10/08/20 - Pending
5. All students will be monitored during intervention time and DMAC will be implemented to track data and documentation. Diagnostic and data will be used during Planning Protocol time and on Rtl Data Days to drive timely, targeted and data-driven interventions to address learning needs. (Title I SW: 1,3,9,10) (Title I TA: 1,2,3,4,5) (Target Group: All,Dys) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Computer Aides, Counselors, Librarian, Teachers	August 2021- June 2022	(S)Local Funds - \$250	06/22/22 - Completed 04/25/22 - Significant Progress 08/16/21 - Pending 01/29/21 - Some Progress 10/08/20 - Pending
6. Continue with district Early Literacy program for all students in grades Kindergarten, first and second grade utilizing textbook and other resources as a guide. (Title I SW: 1,2,3,4,10) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Special Ed Teacher, Teachers	August 2021- June 2022	(S)Local Funds - \$2,000	06/22/22 - Completed 04/25/22 - Significant Progress 08/16/21 - Pending 05/07/21 - Some Progress 01/22/21 - Pending 10/08/20 - Pending

DR LONNIE GREEN JR 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 June 2022, 70% of all students tested on STAAR will meet the state passing standard (meets/masters)in Math at Dr. Lonnie Green Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district curriculum and assessments. Utilize DMAC Reports. (Title I SW: 1,3,4,8) (Title I TA: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2021-June 2022	(F)Title I - \$0, (S)Local Funds - \$2,000	06/23/22 - Completed 04/25/22 - Significant Progress 08/16/21 - Pending 10/08/20 - On Track
2. All K-5 teachers will utilize Sandra Garza Curriculum during math block in both in person and virtual learning settings. (Title I SW: 1,3,4,8) (Title I TA: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2021-June 2022	(S)Local Funds - \$1,200	06/23/22 - Completed 04/25/22 - Significant Progress 08/16/21 - Pending 10/01/20 - On Track
3. All students will receive guided math instruction during the math block during in person and remote learning. (Title I SW: 1,2,3,4,5,10) (Target Group: All,H,ECD,Migrant,EB,SPED) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Teachers	August 2021-June 2022	(S)Local Funds - \$500	06/23/22 - Completed 04/25/22 - Significant Progress 08/16/21 - Pending 10/08/20 - On Track

DR LONNIE GREEN JR 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, 60% of all students tested on STAAR will meet the state passing standard (meets/masters) in Writing at Dr. Lonnie Green Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district curriculum and assessments through District Planning Protocol Dashboard. (Title I SW: 1,3,4,8) (Title I TA: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2021-June 2022	(F)Title I - \$0, (S)Local Funds - \$2,000	06/23/22 - Completed 04/25/22 - Significant Progress 08/16/21 - Pending 10/01/20 - On Track
2. All teachers will utilize 4 square writing in their journals during content instruction in ELA, Science, and Social Studies. (Title I SW: 1,3,4,8) (Title I TA: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2021-June 2022	(S)Local Funds - \$400	Criteria: Lesson plans and walk-throughs 06/23/22 - Completed 04/25/22 - Discontinued 10/08/20 - Pending

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

Objective 4. By June 2022, 80% of all students tested on STAAR will meet the state passing standard (meets/masters) in Science at Dr. Lonnie Green Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district curriculum and assessments. (Title I SW: 1,3,4,8) (Title I TA: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2021-June 2022	(F)Title I - \$0, (S)Local Funds - \$2,000	06/23/22 - Completed 08/16/21 - Pending 10/08/20 - On Track
2. All teachers will utilize journals during content instruction in Science while supporting Writing Initiative horizontally aligned to the curriculum. (Title I SW: 1,3,4,8) (Title I TA: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2021-June 2022	(S)Local Funds - \$400	06/23/22 - Some Progress 08/16/21 - Pending 10/08/20 - On Track
3. Students participating in the Campus Science Fair in grades Kinder-4th will increase by 15% at Dr. Lonnie Green Elementary and maintain 100% in 5th grade. Kinder-2nd grade must prepare a science project. Students can prepare a project individually or with a partner. 3rd-5th grade students must each prepare a science project individually or with a partner. (As allowable by CDC and district guidelines) (Title I SW: 1,2,3,5,10) (Target Group: All,H,ECD) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-June 2022	(F)Title I - \$0, (S)Local Funds - \$1,000	06/23/22 - Completed 10/08/20 - Pending

DR LONNIE GREEN JR 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 June 2022, to meet system safeguards, all struggling students, also those identified as economically disadvantaged and Hispanic (for science), all struggling students identified as special education (for reading and math), and all struggling students identified as English language learners (for reading and math) will receive academic intervention.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. To meet system safeguards, all struggling students identified as economically disadvantaged and/or special education (for reading and math) will be provided daily reading interventions during guided math support during daily instruction (specifically designated in math schedule). (Title I SW: 1,2,3,9,10) (Title I TA: 1,2,3,4,5) (Target Group: All,H,ECD,EB,SPED) (Strategic Priorities: 2,4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>October 2021- May 2022</p>	<p>(F)Title I - \$1,000, (S)Local Funds - \$2,000</p>	<p>06/23/22 - Completed 08/16/21 - Pending 10/01/20 - Some Progress</p>
<p>2. To meet system safeguards, all struggling students identified as English Language Learners (for reading and math) will be provided specific reading interventions during guided math support during designated daily instruction. (Title I SW: 1,3,6,10) (Title I TA: 1,2,3,4,5) (Target Group: All,H,ECD,EB,SPED) (Strategic Priorities: 2,4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>September 2021- May 2022</p>	<p>(F)Title I - \$0, (S)Local Funds - \$4,500</p>	<p>Criteria: STAAR and TELPAS results 06/23/22 - Completed 08/16/21 - Pending 10/01/20 - Some Progress</p>

DR LONNIE GREEN JR 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 August 2021, all teachers teaching a core subject area will be highly qualified and participate in job embedded professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue Planning Protocol and Collaboration weekly for all teachers. (Title I SW: 1,3,4,8,10) (Title I TA: 1,2,3,4,5,6) (Target Group: All,H,ECD,Migrant,EB,SPED,AtRisk) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2021- June 2022	(S)Local Funds - \$5,000	06/23/22 - Completed 08/16/21 - Pending 10/08/20 - On Track
2. Hire highly qualified teachers in all grade levels including paraprofessionals who meet the Title 1, Part A qualifications and will receive professional development to meet system safeguards and campus performance objectives. (Parental Aide, Bilingual Aides and Computer Lab Instructional Aides) (Title I SW: 1,3,4,5) (Target Group: All) (Strategic Priorities: 1,2,4)	Campus Administrators	August 2021- June 2022	(F)Title I - \$219,412	06/23/22 - Completed 08/16/21 - Pending 10/08/20 - On Track
3. Provide professional development to meet instructional understanding of the TEKS utilizing QTEL strategies in person or via Zoom. (Title I SW: 1,2,3,4,5,10) (Target Group: All) (Strategic Priorities: 1,2,4)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Directors, Teachers	August 2021- June 2022	(F)Title I, (S)Local Funds	Criteria: Sign in sheets and agendas 06/23/22 - Discontinued 08/16/21 - Pending 10/01/20 - Some Progress
4. Conduct Fitness Gram assessments and practice/instruction for all students in grades 3rd-5th. (Title I SW: 1,3,4,10) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Teachers	August 2021- June 2022	(S)Local Funds - \$250	06/23/22 - Completed 10/08/20 - Pending

DR LONNIE GREEN JR 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. Dr. Lonnie Green Elementary will increase student attendance to 98.00% during the 2021-2022 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

DR LONNIE GREEN JR 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 8. Dr. Lonnie Green Elementary will develop and implement school-wide discipline plan for Kinder-5th by October 2021 at Dr. Lonnie Green.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dr. Lonnie Green Elementary, throughout the 2021-2022 School Year, will teach, practice and reinforce behavioral expectations will all staff and students that are aligned with the school's mission, vision, values and goals. (Title I SW: 1) (Title I TA: 1,7) (Target Group: All)	Attendance Staff, Campus Administrators, Parental Aides	August 2021- June 2022	(S)Local Funds - \$250	Summative - Daily sign in and sign out records 06/23/22 - Completed 10/08/20 - Pending
2. All teachers will utilize the Clip Chart Discipline system campus wide to track rewards and consequences at the classroom level. (Title I SW: 1) (Title I TA: 1,3,4,5,7) (Target Group: All) (Strategic Priorities: 1,2,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021- June 2022	(S)Local Funds - \$500	06/23/22 - Completed 08/16/21 - Pending 10/08/20 - On Track
3. Provide an opportunity to all students to participate in a variety of extra curricular activities to support, enrich and increase student motivation (choir, robotics, UIL, strings, science fair, fine art contests, community athletic programs, athletic meets, reading clubs, and campus competitions). (Title I SW: 1,2,3,4,5,6,10) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers	August 2021- June 2022	(S)Local Funds - \$800	06/23/22 - Completed 10/08/20 - Pending

DR LONNIE GREEN JR ELEMENTARY

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

Objective 1. By April 2022, Dr. Lonnie Green Elementary will utilize 95% of the budget for resources that directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus budget will be aligned to Campus needs assessment and Campus improvement plan. (Title I SW: 1,3,4,6,8,9,10) (Title I TA: 1,2,3,4,5,6,7,8) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators	August 2020-June 2021	(F)Title I, (S)Local Funds	06/23/22 - Completed 10/01/20 - Some Progress

DR LONNIE GREEN JR ELEMENTARY

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

Objective 2. Transition opportunities for students attending early childhood programs will occur once at Dr. Lonnie Green Elementary during the 2021-2022 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Early childhood students will be given the opportunity to have a transition tour of our campus as allowable per CDC and district guidelines. (Title I SW: 7) (Title I TA: 1,2,3,4,7,8) (Target Group: PRE K)	Campus Administrators, Counselors, Librarian, Parental Aides, Parents, Teachers	May/June 2022	(S)Local Funds - \$250	06/23/22 - Completed 10/08/20 - Pending
2. A representative from the campus will participate at the early childhood orientation held at Cardwell Pre-School. (Title I SW: 7) (Title I TA: 1,2,3,4,7,8) (Target Group: PRE K) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Teachers	May/June 2022	(S)Local Funds - \$250	06/23/22 - Completed 10/08/20 - Pending

DR LONNIE GREEN JR 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. Communication will be provided to parents daily about student academics and behavior throughout the 2021-2022 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Planners will be purchased for and utilized by all students and teachers as a means of daily communication between home and school for 2nd-5th grade and trackers will be utilized in grades K-1st daily. (Title I SW: 1,3,6,8) (Title I TA: 1,2,4,7,8) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators, Cluster/Department Leaders, Parents, Teachers	August 2019-June 2020	(S)Local Funds - \$2,500	10/01/20 - Discontinued
2. Dr. Lonnie Green Elementary, shall establish multiple family communication strategies and platforms that are integrated with teachers' roles and responsibilities. The data from these strategies shall be analyzed to create new plans for increase authentic engagement and shared responsibility for student outcomes. (Title I SW: 1,6,9) (Title I SW Elements: 2.1) (Title I TA: 1,4,7,8) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 3.3)	Campus Administrators, Cluster/Department Leaders, Parental Aides, Teachers	August 2021-June 2022	(S)Local Funds - \$250	Criteria: Newsletter, calendars, flyers, DOJO and FB posts, parent meetings, phone calls and Zoom meetings 06/23/22 - Completed 11/10/21 - On Track 08/16/21 - Pending 10/01/20 - On Track
3. Monthly newsletters and calendars in both English and Spanish with upcoming scheduled events at the campus will be utilized to disseminate information. (Title I SW: 1,6,9) (Title I TA: 1,4,7,8) (Target Group: All) (Strategic Priorities: 2,3,4)	Campus Administrators, Cluster/Department Leaders, Parental Aides, Teachers	August 2021-June 2022	(S)Local Funds - \$500	Criteria: Newsletters and calendars 06/23/22 - Completed 08/16/21 - Pending 10/01/20 - On Track

DR LONNIE GREEN JR ELEMENTARY

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

Objective 2. Parent trainings will be conducted monthly in the 2021-2022 school year to address parent needs based on parent surveys.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parental aide will provide monthly trainings in English and Spanish available to all parents in collaboration with grade level teachers and staff members based on parent surveys either in person or via Zoom. (Title I SW: 1,6,8,10) (Title I TA: 1,4,7,8) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides, Parents, Teachers	August 2020-June 2021	(F)Title I - \$0, (S)Local Funds - \$250	06/23/22 - Completed 08/16/21 - Pending 10/01/20 - On Track

DR LONNIE GREEN JR ELEMENTARY

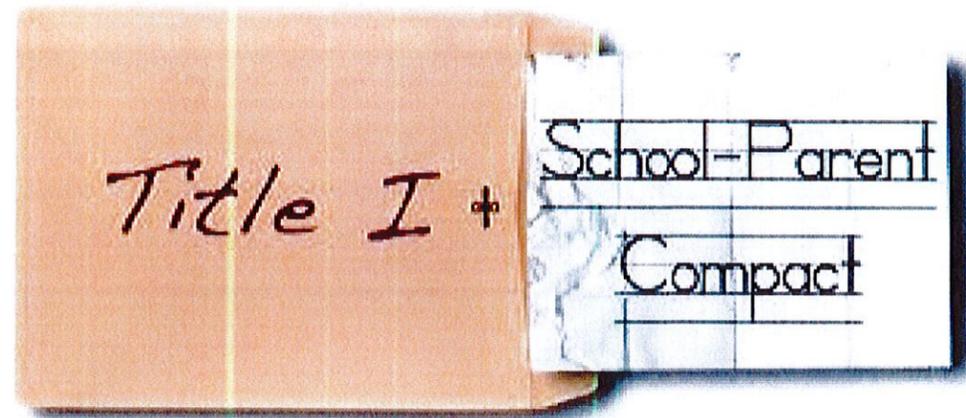
Goal 3. The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and Distict Partners.

Objective 3. Attendance interventions will be provided to all students who have 3 or more absences during a four week period during the 2021-2022 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Home visits, phone calls and other communication sources such as letters, newsletters, and Skylert messages will be utilized to decrease excessive absences. (Title I SW: 1,6) (Title I TA: 1,4,7,8) (Target Group: All)	Attendance Staff, Campus Administrators, Cluster/Department Leaders, Parental Aides, Teachers	August 2021- June 2022	(F)Title I, (S)Local Funds - \$250	Summative - daily attendance report, daily call log, daily home visits, attendance referrals Summative-end of grading period attendance report 06/23/22 - Completed 10/08/20 - Pending
2. Implement School Dismissal Manager as a sign out log to ensure parent communication regarding early check outs. (Title I SW: 1,10) (Target Group: All)	Attendance Staff, Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Parents, Teachers	August 2021- June 2022	(S)Local Funds - \$500	06/23/22 - Discontinued 08/16/21 - Pending 10/08/20 - On Track

Dr. Lonnie Green Elementary School

Title 1



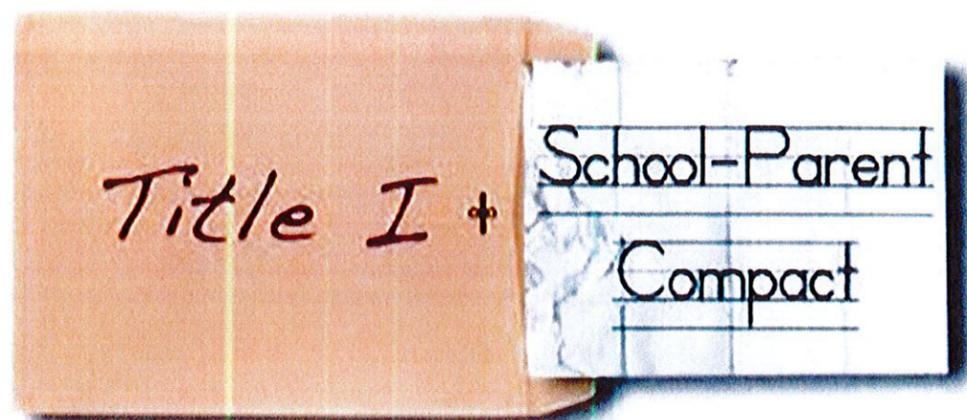
Parents are invited to join us

Thursday, October 21, 2021

At 9:30 AM

Dr. Lonnie Green Elementary School

Title 1



Agenda

Thursday, October 21, 2021

Welcome Guest Speaker:

Mrs. Salas

Assistant Principal

Topic: Title 1

Time: 9:30 AM

Hope to see you there!

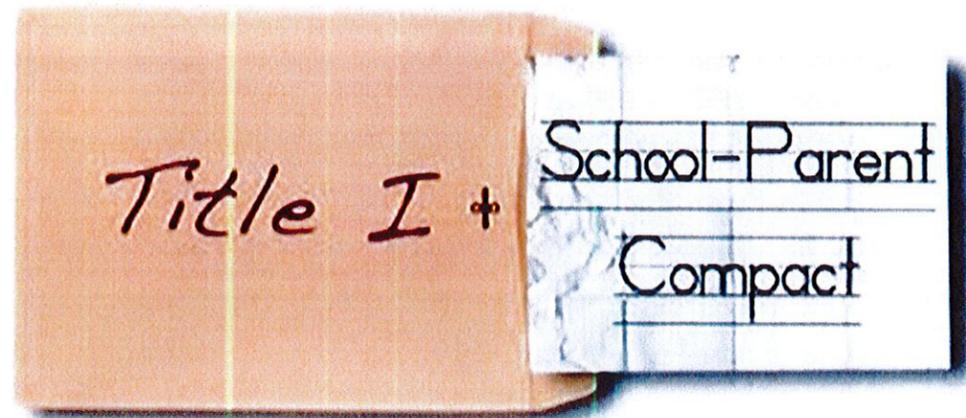
Parent Training Title 1 Sign In

Thursday, October 21, 2021

1	Liliana Valdez
2	Miranda Garza
3	Karina Fernandez
4	Joel Estrada
5	Stephanie Velasco
6	Nancy Contreras
7	Diana Torres
8	Johanna Ramos
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Dr. Lonnie Green Elementary School

Title 1



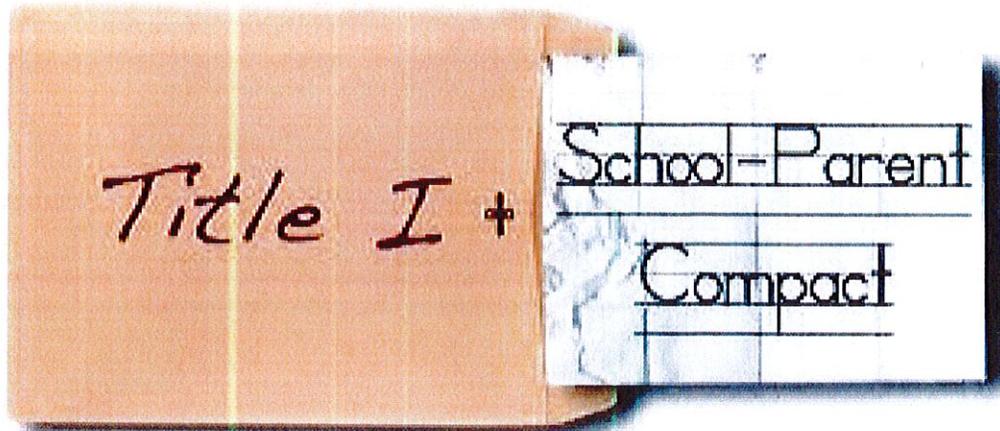
Minutes

Thursday, October 21, 2021

Meeting for today started promptly at 9:30 AM. Topic for today was based on giving our parents important information about Title 1. Parents were given the opportunity to ask questions. At the end of the meeting, I raffled family games. Parents enjoyed the meeting!

Dr. Lonnie Green Elementary School

Title 1



Padres de familia estan invitados a unirse el
viernes, 22 de octubre del 2021
a las 9:30 AM

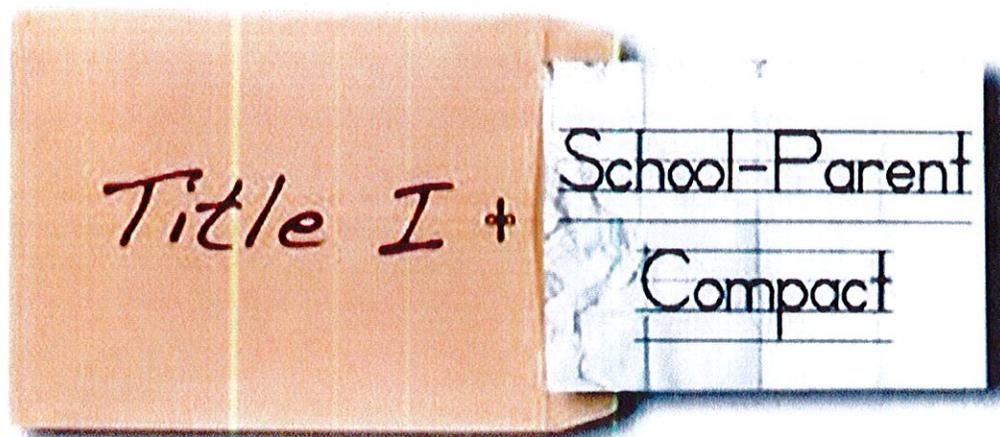
Parent Training Title 1

Friday, October 22, 2021

1	Yajaira Rde
2	Maria Rosal
3	Guadalupe Hernandez
4	Carlo Montano
5	Amelia Oliv-S.A.C
6	Amy Almaguer
7	Joelda Alcaraz
8	Nadia D. Reynosa
9	Estrella Uriostegui
10	CARMEN C. FLORES
11	Rosa Terrazas
12	Orlando Vargas
13	Julissa Sandoval
14	
15	

Dr. Lonnie Green Elementary School

Title 1



Agenda

Friday, October 22, 2021

Welcome Guest Speaker:

Mrs. Salas

Assistant Principal

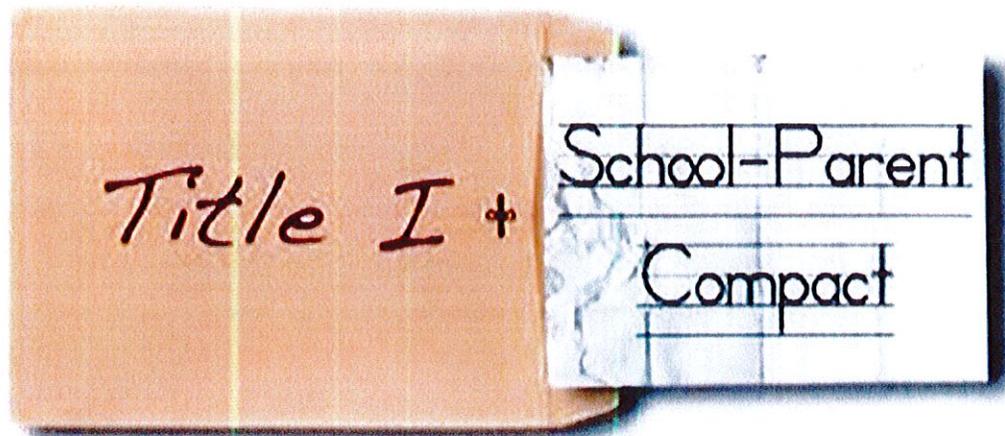
Topic: Title 1

Time: 9:30 AM

Hope to see you there!

Dr. Lonnie Green Elementary School

Title 1



Minutes

Friday, October 22, 2021

Meeting for today started promptly at 9:30 AM. Topic for today was based on giving our parents important information about Title 1. Our meeting for today was given to our bilingual parents. Parents were given the opportunity to ask questions. At the end of the meeting, I raffled family games. Parents enjoyed the meeting!

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

Dr. Lonnie Green 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. **Dr. Lonnie Green Elementary**: 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

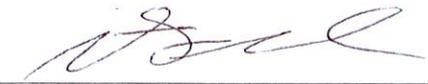
The annual evaluation findings shall be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus level.

RESERVATION OF FUNDS

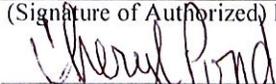
- VIII. Parents of children receiving Title I, Part A services are involved and informed in the decisions regarding how these funds are allotted for parental involvement activities.

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 **Dr. Lonnie Green Elementary** on **10/21/2021** 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 **10/21/2021**. **Dr. Lonnie Green Elementary** 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.



(Signature of Authorized) Principal



(Signature of Authorized) Principal / Asst. Designee

10-21-2021

(Date)

Parent Committee:

1. Diana Torres
2. Liliana Valdez
3. Johanna Ramos
4. Nancy Contreras

SAN FELIPE DEL RIO CISD POLÍTICA DE COMPROMISO DE PADRES Y FAMILIAS 2021-2022

Dr. Lonnie Green Elementary

LA DECLARACION DE PROPOSITO

- I. La administración, los profesores, la facultad, el apoyo de personal, los padres de familia y miembros de la comunidad del Distrito Escolar Independiente Consolidado San Felipe Del Río desarrollaran, se pondrán de acuerdo y les distribuirán a los padres por escrito una Póliza de Participación de Padres de Familia y un Convenio de Escuela – Padre – Estudiante. La póliza expondrá expectativas y establecerá un sistema para participación de calidad de los padres. Esto será realizado como parte del proceso del plan de mejoramiento del distrito.

El distrito valora el papel que toman los padres como el primer maestro de sus hijos y la influencias del apoyo continuo para lograr que sus hijos satisfagan las normas estatales del funcionamiento de un estudiante.

La siguiente póliza está de acuerdo con los requisitos legales del Acta de ESSA, Sección 1116 (b).

PARTICIPACIÓN DE LOS PADRES Y LA FAMILIA EN EL DESARROLLO DE POLÍTICAS

- II. El EQUIPO del Consejo Directivo, los administradores, los profesores, el apoyo de personal, los padres de familia y la comunidad del Distrito Escolar Independiente Consolidado San Felipe Del Río, al asociarse con las agencias públicas y privadas, están comprometidos a proveer el apoyo, los recursos y el rigor académico para asegurar que todos los estudiantes lleven a cabo excelencia educativa y social.

EL CONVENIO DE ESCUELA – PADRE – ESTUDIANTE

- III. El Convenio de Escuela – Padre – Estudiante buscara los medios por los cuales los padres, la escuela y los estudiantes compartirán responsabilidad para una realización académica mejora al estudiante o un dominio de las altas normas del estado. Un repaso y una revisión anual, si es necesario, serán parte del proceso del plan de mejoramiento al nivel del distrito y el campo escolar.

Aunque las firmas no serán requeridas, se les urge a los padres que firmen y discutan el convenio con sus hijos y profesores.

La Póliza de la Participación de Padres y el Convenio de Escuela – Padre – Estudiante serán repasados y distribuidos a los padres durante las primeras seis semanas del año escolar por medio de la matrícula, Conocer el Maestro, juntas llamadas especiales y otros iniciativas al nivel del campo escolar.

LAS OPORTUNIDADES Y PARTICIPACION DE PADRES DE FAMILIA

- IV. La capacidad del distrito al hacer una sociedad colectiva fuerte con los padres será realizada al ofrecer oportunidades para que los padres provean información y hagan recomendaciones relativo a los programas del Título I. Además, el distrito les ayudara a los padres a entender el contenido académico del estado y normas de realización, evaluación estatales y locales y como observar el progreso de sus hijos. Estas oportunidades serán programadas en el Consejo Consultivo de Padres Migrantes (PAC), Comité de Planeación y Toma de Decisiones del Distrito (DPDM), y el Comité de Apreciación de Idioma y Pre eficiencia (LPAC), juntas llamadas especiales, y entrenamientos. Además, talleres de habilidades donde se aprenderá a ser buenos padres, alfabetismo, voluntarios del plantel, entrenamiento y uso de tecnología serán proveídos al personal durante las juntas de facultad del campo escolar y otros iniciativas al nivel del campo escolar.

La información en “el valor y servicio de las contribuciones de los padres” y como extenderse y comunicarse con los padres como compañeros iguales en la educación de sus hijos. Estos serán programados y proveídos al personal durante las juntas de la facultad del campo escolar y otros iniciativas al nivel del campo escolar.

Al punto factible y apropiado el distrito coordinara e integrara programas de participación del padre y actividades.

COMUNICACIÓN DE PADRES DE FAMILIA Y FACULTAD

- V. **Dr. Lonnie Green Elementary** hará cada esfuerzo para comunicarle a los padres información sobre el Título I, Programas Parte A, descripciones y explicaciones del currículo, evaluación académicos usados para medir el progreso del estudiante, niveles de pre eficiencia de los estudiantes que se esperan satisfacer. Toda la información oral o escrita relacionada a los padres de familia será proveída en una forma y lenguaje que los padres pueden entender durante conferencias con padres.
- VI. Los boletines, las notas de maestro, la marquesina de escuela, las conferencias, el contacto personal, las llamadas de teléfono, Skylert del distrito email del distrito escolar, internet del distrito escolar, Facebook del distrito escolar, notas escritas se usaran para establecer y mantener las líneas abiertas de comunicación con padres de familia.

LA EVALUACIÓN

- VII. Los padres participara en la evaluación anual de contenido y el efecto de las prácticas y Póliza de la Participación de los padres del distrito. Ellos también consideran:
- La calidad académica del Título I, Escuelas Parte A
 - Identificar las maneras para vencer las barreras cuales pueden limitar la participación de los padres
 - El repaso y revisión de la Póliza de Participación de Padres de Familia y del Convenio de la Escuela – Padre – Estudiante
 - Aumentar la participación de los padres de familia

Los descubrimientos de la evaluación anual serán usados para revisar y hacer estrategias y prácticas de póliza de los padres para mejorar la participación de los padres a los niveles del distrito y el plantel escolar.

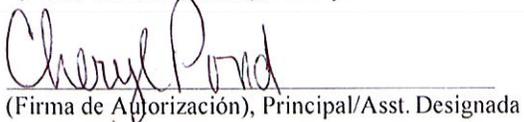
RESERVACIÓN DE FONDOS

- VIII. Los padres de estudiantes que reciben servicios a través del Título I, Parte A deben tener la oportunidad de participar en las decisiones, en cuanto a la distribución de los fondos destinados para las actividades de los padres de familia.

ADOPCIÓN

Esta Póliza de Participación de Padres de Familia del Plantel se ha desarrollado de común acuerdo, con los padres de los estudiantes que participan en los programas Título I, Parte A según evidenciado por Padres de Familia, Administradores, y Consejeros. Esta póliza fue aprobada por **Dr. Lonnie Green Elementary** el **10/22/2021** y será proporcionada efectivo para el periodo del 2021-2022. El plantel distribuirá esta póliza a todos los padres de los niños que participan en el Título I, Parte A en o antes del **10/22/2021**. El plantel **Dr. Lonnie Green Elementary** notificara a los padres de familia de esta póliza que estará en un Formato comprensible y uniforme, al grado practicable, proporcionara una copia de esta póliza a los padres de familia en el idioma que los padres puedan entender.


(Firma de Autorización), Principal


(Firma de Autorización), Principal/Asst. Designada

10/22/2021
(Fecha)

Comité de Padres:

1. Yajaira Rdz
2. Joelda Alcaraz
3. Nadia O. Reynosa
4. Oncida Vargas

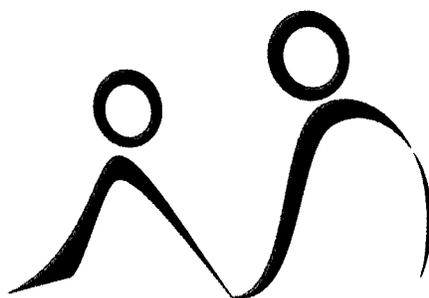
San Felipe Del Rio CISD
McKinney Vento/Families in Transition

Dr. Lonnie Green Staff Training

November 17, 2021

AGENDA

- I. Welcome
- II. McKinney-Vento Act
- III. How do families become homeless?
- IV. Parent and Student Warning Signs
- V. Parent and Student Reactions
- VI. Key Provisions
- VII. Questions/Concerns/Discussion



McKinney-Vento

Serving Students In Transition

**McKinney-Vento/Families in Transition
Staff Training
Sign In Sheet**

Lonnie Green
Campus

11/17/21
Date of Meeting

Staff Name	Position	Signature
Linda Green	Resource Aide	Linda Green
Teresa Rodriguez	Library Aide	Teresa Rodriguez
Anitza Rodriguez	Teacher	Anitza Rodriguez
Zobeida Perry	Teacher	Zobeida Perry
Ariana Llanes	Instruction Aide	Ariana Llanes
Juanita Flores	Teacher	Juanita Flores
Leticia Vazquez	Teacher	Leticia Vazquez
Jonna DeWitt	Teacher	Jonna DeWitt
Marisol Chavez	Teacher	Marisol Chavez
Grace Olivares	Aide	Grace Olivares
Aracely Trnenez	Systema Teacher	Aracely Trnenez
Ada Treviño	-Teacher	Ada Treviño
Patricia Green	Aide	Patricia Green
Raquel Estrada	parental aide	Raquel Estrada
Roberto R. Padilla	P.E. Coach	Roberto R. Padilla
Olegario	PE Coach	Olegario

McKinney-Vento/Families in Transition

Staff Training Sign In Sheet

Lonnie Green

Campus

11/14/21

Date of Meeting

Staff Name	Position	Signature
Raquel Torres	Nurse	Raquel Torres
Mirreya Garza	Principal Secretary	Mirreya Garza
Alicia Rusk	Attendance Secretary	Alicia Rusk
Johanna Ramos	Safety Monitor	Johanna Ramos
Laura Espinoza	2nd grade Bilingual Aide	Laura Espinoza
Sara D. Galindo	2nd teacher	Sara D. Galindo
Crystal Gimaldo	2nd teacher	Crystal Gimaldo
Damaris Hegstad	teacher	Damaris Hegstad
Sabrina N. Gomez	teacher	Sabrina N. Gomez
Veronica Arredondo	teacher	Veronica Arredondo
Liza Fabela	teacher	Liza Fabela
Chris Nuño	Counselor	Chris Nuño
Aeraldina Guona	Comp. Lab. aide	Aeraldina Guona
Cingie Pizaj	teacher	Cingie Pizaj
Marivel Hernandez	teacher	Marivel Hernandez
Elsa Torres	Parent Liaison	Elsa Torres
Renee Castro Lopez	Art	Renee Castro Lopez
J. Sorrell	teacher	J. Sorrell
Araceli Luna	teacher	Araceli Luna
Janice Segura	teacher	Janice Segura

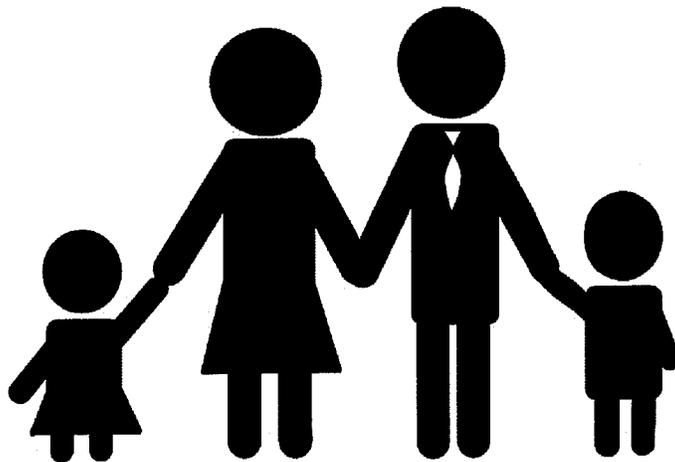
San Felipe Del Rio CISD
The Value and Utility of Parental Engagement

Dr. Lonnie Green Staff Training

November 17, 2021

AGENDA

- I. Welcome
- II. ESSA Title I requirements
- III. What is Parent and Family Engagement?
- IV. Benefits
- V. Barriers
- VI. Reflection
- VII. Questions/Concerns/Discussion



LifeJourneyToPerfection.blogspot.com 2013

The Value and Utility of Parent and Family Engagement Staff Training Sign In Sheet

Connie Green

Campus

11/14/21

Date of Meeting

Staff Name	Position	Signature
Raquel Torres	Nurse	Raquel Torres
Minerva Garza	Principal Secretary	Minerva Garza
Alicia Rush	Attendance Secretary	Alicia Rush
Johanna Ramos	Safety Monitor	Johanna Ramos
Laura Espinoza	2nd grade Bilingual Aide	Laura Espinoza
Sara D. Galindo	Teacher 2nd	Sara D. Galindo
Crystal J. Smith	Teacher 2nd	Crystal J. Smith
Linda Green	Resource Aide	Linda Green
Teresa Rodriguez	Library Aide	Teresa Rodriguez
Damaris Ortega	Teacher	Damaris Ortega
Sabrina N. Gomez	Teacher	Sabrina N. Gomez
Veronica Arredondo	Teacher	Veronica Arredondo
Liza Fabelo	Teacher	Liza Fabelo
Chris Nunez	Counselor	Chris Nunez
Geraldina Gama	Comp. Lab. Aide	Geraldina Gama
Angie Pitas	Teacher	Angie Pitas
Marivel Hernandez	Teacher	Marivel Hernandez
Elsa Torres	Principal	Elsa Torres
Rhonda Castro	Art	Rhonda Castro
Janelle	teacher	Janelle

The Value and Utility of Parent and Family Engagement Staff Training Sign In Sheet

Lonnie Gruen
Campus

11/17/2021
Date of Meeting

Staff Name	Position	Signature
Amanda Franco	teacher	Amanda Franco
Janice Segura	teacher	Janice Segura
Anitra Padrique	teacher	Anitra Padrique
Zobeida Perry	Teacher	Zobeida Perry
Aniana Llanes	Instructional Aide	Aniana Llanes
Juanita Flores	teacher	Juanita Flores
Leticia Vazquez	teacher	Leticia Vazquez
Jonna Dellitt	teacher	Jonna Dellitt
Marisol Chavez	teacher	Marisol Chavez
Grace Ovaras	Aide	Grace Ovaras
Aracely Inmay	Dyslexia Teach	Aracely Inmay
Aida Treviño	Teacher	Aida Treviño
Patricia Zun	Aid e	Patricia Zun
Raquel Estrada	Parental aide	Raquel Estrada
Roberto R. Padilla	P.E. Coach	Roberto R. Padilla
Olga Piza	P.E. Coach	Olga Piza
Melina Castro	P.E. Coach	Melina Castro

Texas Education Agency
2021 Federal Report Card
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Part (i): Description of State Accountability System

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

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

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

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

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

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

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

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All Students	67%	58%	58%	*	56%	100%	-	-	-	-	47%	83%	67%	57%	17%	53%	63%	17%	-	-	*
	CWD	42%	43%	67%	-	67%	-	-	-	-	-	56%	*	67%	-	*	63%	*	-	-	-	-
	CWOD	70%	60%	57%	*	54%	100%	-	-	-	-	46%	82%	-	57%	14%	51%	63%	17%	-	-	*
	EL	54%	28%	17%	-	17%	-	-	-	-	-	14%	*	*	14%	17%	19%	14%	*	-	-	-
	Male	64%	55%	53%	*	49%	*	-	-	-	-	37%	83%	63%	51%	19%	53%	-	*	-	-	-
	Female	70%	61%	63%	*	61%	*	-	-	-	-	55%	83%	*	63%	14%	-	63%	*	-	-	-
Mathematics	All Students	61%	46%	43%	*	41%	80%	-	-	-	-	32%	69%	38%	44%	17%	47%	40%	17%	-	-	*
	CWD	40%	32%	38%	-	38%	-	-	-	-	-	30%	*	38%	-	*	44%	*	-	-	-	-
	CWOD	64%	48%	44%	*	41%	80%	-	-	-	-	32%	70%	-	44%	18%	48%	41%	17%	-	-	*
	EL	51%	27%	17%	-	17%	-	-	-	-	-	14%	*	*	18%	17%	18%	14%	*	-	-	-
	Male	63%	49%	47%	*	43%	*	-	-	-	-	32%	78%	44%	48%	18%	47%	-	*	-	-	-

Texas Education Agency
2021 Federal Report Card
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	59%	43%	40%	*	39%	*	-	-	-	-	31%	61%	*	41%	14%	-	40%	*	-	-	*
Grade 4																						
Reading	All Students	62%	55%	58%	*	58%	75%	-	-	-	-	54%	76%	22%	65%	23%	52%	64%	*	-	-	*
	CWD	34%	27%	22%	-	24%	*	-	-	-	-	21%	*	22%	-	14%	29%	18%	*	-	-	-
	CWOD	66%	59%	65%	*	64%	86%	-	-	-	-	59%	86%	-	65%	27%	56%	73%	*	-	-	*
	EL	48%	25%	23%	-	23%	-	-	-	-	-	24%	*	14%	27%	23%	22%	23%	*	-	-	-
	Male	59%	48%	52%	*	54%	*	-	-	-	-	46%	69%	29%	56%	22%	52%	-	*	-	-	-
	Female	66%	61%	64%	-	61%	100%	-	-	-	-	59%	83%	18%	73%	23%	-	64%	*	-	-	*
Mathematics	All Students	58%	44%	42%	*	39%	88%	-	-	-	-	32%	80%	22%	46%	9%	40%	44%	*	-	-	*
	CWD	35%	25%	22%	-	24%	*	-	-	-	-	21%	*	22%	-	14%	29%	18%	*	-	-	-
	CWOD	62%	47%	46%	*	42%	100%	-	-	-	-	34%	90%	-	46%	7%	42%	49%	*	-	-	*
	EL	46%	24%	9%	-	9%	-	-	-	-	-	10%	*	14%	7%	9%	11%	8%	*	-	-	-
	Male	61%	43%	40%	*	40%	*	-	-	-	-	28%	77%	29%	42%	11%	40%	-	*	-	-	-
	Female	56%	44%	44%	-	39%	100%	-	-	-	-	35%	83%	18%	49%	8%	-	44%	*	-	-	*
Grade 5																						
Reading	All Students	72%	63%	64%	-	64%	67%	-	-	-	-	55%	85%	28%	72%	21%	61%	67%	17%	-	-	-
	CWD	41%	30%	28%	-	25%	*	-	-	-	-	19%	*	28%	-	0%	25%	31%	*	-	-	-
	CWOD	77%	70%	72%	-	73%	60%	-	-	-	-	65%	86%	-	72%	29%	70%	75%	*	-	-	-
	EL	61%	22%	21%	-	21%	-	-	-	-	-	22%	*	0%	29%	21%	25%	17%	*	-	-	-
	Male	69%	60%	61%	-	63%	*	-	-	-	-	53%	82%	25%	70%	25%	61%	-	*	-	-	-
	Female	76%	67%	67%	-	65%	*	-	-	-	-	56%	88%	31%	75%	17%	-	67%	20%	-	-	-
Mathematics	All Students	69%	59%	68%	-	68%	67%	-	-	-	-	61%	85%	32%	76%	46%	67%	69%	17%	-	-	-
	CWD	47%	35%	32%	-	29%	*	-	-	-	-	24%	*	32%	-	0%	25%	38%	*	-	-	-
	CWOD	73%	63%	76%	-	77%	60%	-	-	-	-	71%	86%	-	76%	65%	76%	76%	*	-	-	-
	EL	59%	34%	46%	-	46%	-	-	-	-	-	43%	*	0%	65%	46%	50%	42%	*	-	-	-
	Male	70%	57%	67%	-	68%	*	-	-	-	-	63%	76%	25%	76%	50%	67%	-	*	-	-	-
	Female	69%	60%	69%	-	68%	*	-	-	-	-	58%	92%	38%	76%	42%	-	69%	20%	-	-	-
Science	All Students	61%	47%	51%	-	51%	67%	-	-	-	-	40%	78%	16%	60%	21%	55%	49%	0%	-	-	-
	CWD	36%	23%	16%	-	13%	*	-	-	-	-	10%	*	16%	-	0%	8%	23%	*	-	-	-
	CWOD	65%	52%	60%	-	60%	60%	-	-	-	-	49%	81%	-	60%	29%	66%	54%	*	-	-	-
	EL	43%	15%	21%	-	21%	-	-	-	-	-	22%	*	0%	29%	21%	33%	8%	*	-	-	-
	Male	63%	50%	55%	-	56%	*	-	-	-	-	44%	82%	8%	66%	33%	55%	-	*	-	-	-
	Female	59%	44%	49%	-	46%	*	-	-	-	-	35%	75%	23%	54%	8%	-	49%	0%	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	38%	28%	26%	*	25%	20%	-	-	-	-	16%	47%	42%	24%	0%	25%	27%	0%	-	-	*
	CWD	23%	19%	42%	-	42%	-	-	-	-	-	33%	*	42%	-	*	50%	*	-	-	-	-
	CWOD	40%	29%	24%	*	22%	20%	-	-	-	-	13%	45%	-	24%	0%	20%	27%	0%	-	-	*
	EL	24%	7%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	-	-	-
	Male	36%	25%	25%	*	22%	*	-	-	-	-	14%	44%	50%	20%	0%	25%	-	*	-	-	-

Texas Education Agency
2021 Federal Report Card
DR LONNIE GREEN JR EL (233901113) - 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	
Reading	Female	40%	32%	27%	*	26%	*	-	-	-	-	17%	50%	*	27%	0%	-	27%	*	-	-	*	
Mathematics	All Students	30%	20%	21%	*	19%	40%	-	-	-	-	10%	44%	23%	21%	0%	25%	17%	17%	-	-	*	
	CWD	21%	19%	23%	-	23%	-	-	-	-	-	20%	*	23%	-	*	22%	*	-	-	-	-	-
	CWOD	31%	21%	21%	*	18%	40%	-	-	-	-	9%	45%	-	21%	0%	26%	16%	17%	-	-	-	*
	EL	20%	5%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	-	-	-	-
	Male	33%	21%	25%	*	22%	*	-	-	-	-	16%	44%	22%	26%	0%	25%	-	*	-	-	-	-
	Female	27%	19%	17%	*	16%	*	-	-	-	-	5%	44%	*	16%	0%	-	17%	*	-	-	-	-
Grade 4																							
Reading	All Students	36%	27%	30%	*	28%	63%	-	-	-	-	20%	64%	11%	33%	9%	25%	33%	*	-	-	*	
	CWD	20%	15%	11%	-	12%	*	-	-	-	-	7%	*	11%	-	14%	14%	9%	*	-	-	-	-
	CWOD	38%	30%	33%	*	30%	71%	-	-	-	-	23%	71%	-	33%	7%	27%	38%	*	-	-	-	*
	EL	22%	9%	9%	-	9%	-	-	-	-	-	10%	*	14%	7%	9%	0%	15%	*	-	-	-	-
	Male	34%	23%	25%	*	25%	*	-	-	-	-	13%	62%	14%	27%	0%	25%	-	*	-	-	-	-
	Female	38%	33%	33%	-	30%	80%	-	-	-	-	26%	67%	9%	38%	15%	-	33%	*	-	-	-	-
Mathematics	All Students	35%	21%	19%	*	19%	25%	-	-	-	-	13%	44%	17%	20%	5%	23%	17%	*	-	-	-	*
	CWD	22%	14%	17%	-	18%	*	-	-	-	-	14%	*	17%	-	14%	14%	18%	*	-	-	-	-
	CWOD	37%	22%	20%	*	20%	29%	-	-	-	-	13%	48%	-	20%	0%	24%	16%	*	-	-	-	*
	EL	23%	7%	5%	-	5%	-	-	-	-	-	5%	*	14%	0%	5%	0%	8%	*	-	-	-	-
	Male	38%	21%	23%	*	23%	*	-	-	-	-	15%	46%	14%	24%	0%	23%	-	*	-	-	-	-
	Female	32%	20%	17%	-	16%	20%	-	-	-	-	11%	42%	18%	16%	8%	-	17%	*	-	-	-	-
Grade 5																							
Reading	All Students	45%	32%	37%	-	36%	50%	-	-	-	-	27%	59%	16%	41%	4%	32%	40%	0%	-	-	-	-
	CWD	22%	15%	16%	-	17%	*	-	-	-	-	5%	*	16%	-	0%	8%	23%	*	-	-	-	-
	CWOD	49%	36%	41%	-	40%	60%	-	-	-	-	33%	57%	-	41%	6%	38%	44%	*	-	-	-	-
	EL	30%	4%	4%	-	4%	-	-	-	-	-	4%	*	0%	6%	4%	8%	0%	*	-	-	-	-
	Male	42%	30%	32%	-	32%	*	-	-	-	-	22%	59%	8%	38%	8%	32%	-	*	-	-	-	-
	Female	49%	35%	40%	-	39%	*	-	-	-	-	31%	58%	23%	44%	0%	-	40%	0%	-	-	-	-
Mathematics	All Students	43%	32%	36%	-	36%	50%	-	-	-	-	26%	61%	12%	42%	13%	38%	35%	0%	-	-	-	-
	CWD	24%	15%	12%	-	13%	*	-	-	-	-	5%	*	12%	-	0%	8%	15%	*	-	-	-	-
	CWOD	46%	35%	42%	-	41%	60%	-	-	-	-	32%	62%	-	42%	18%	45%	39%	*	-	-	-	-
	EL	30%	13%	13%	-	13%	-	-	-	-	-	13%	*	0%	18%	13%	25%	0%	*	-	-	-	-
	Male	45%	32%	38%	-	38%	*	-	-	-	-	28%	65%	8%	45%	25%	38%	-	*	-	-	-	-
	Female	42%	32%	35%	-	33%	*	-	-	-	-	23%	58%	15%	39%	0%	-	35%	0%	-	-	-	-
Science	All Students	30%	17%	21%	-	20%	50%	-	-	-	-	11%	44%	12%	23%	4%	27%	15%	0%	-	-	-	-
	CWD	20%	14%	12%	-	13%	*	-	-	-	-	5%	*	12%	-	0%	8%	15%	*	-	-	-	-
	CWOD	32%	17%	23%	-	21%	60%	-	-	-	-	13%	43%	-	23%	6%	32%	15%	*	-	-	-	-
	EL	14%	4%	4%	-	4%	-	-	-	-	-	4%	*	0%	6%	4%	8%	0%	*	-	-	-	-
	Male	34%	22%	27%	-	27%	*	-	-	-	-	18%	53%	8%	32%	8%	27%	-	*	-	-	-	-
	Female	27%	11%	15%	-	13%	*	-	-	-	-	4%	38%	15%	15%	0%	-	15%	0%	-	-	-	-

STAAR Percent at Masters Grade Level

Texas Education Agency
2021 Federal Report Card
DR LONNIE GREEN JR EL (233901113) - 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	
Grade 3																							
Reading	All Students	19%	11%	10%	*	9%	20%	-	-	-	-	1%	28%	8%	10%	0%	11%	8%	0%	-	-	*	
	CWD	7%	3%	8%	-	8%	-	-	-	-	-	0%	*	8%	-	*	13%	*	-	-	-	-	
	CWOD	21%	12%	10%	*	10%	20%	-	-	-	-	1%	27%	-	10%	0%	11%	9%	0%	-	-	*	
	EL	11%	2%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	0%	*	-	-	-
	Male	17%	10%	11%	*	10%	*	-	-	-	-	0%	33%	13%	11%	0%	11%	-	*	-	-	-	-
	Female	20%	13%	8%	*	9%	*	-	-	-	-	2%	22%	*	9%	0%	-	8%	*	-	-	-	*
Mathematics	All Students	14%	7%	10%	*	9%	20%	-	-	-	-	4%	22%	8%	10%	0%	11%	8%	0%	-	-	*	
	CWD	7%	5%	8%	-	8%	-	-	-	-	-	10%	*	8%	-	*	11%	*	-	-	-	-	
	CWOD	15%	7%	10%	*	9%	20%	-	-	-	-	3%	24%	-	10%	0%	11%	9%	0%	-	-	*	
	EL	8%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	0%	*	-	-	-
	Male	16%	7%	11%	*	10%	*	-	-	-	-	3%	28%	11%	11%	0%	11%	-	*	-	-	-	-
	Female	12%	7%	8%	*	9%	*	-	-	-	-	5%	17%	*	9%	0%	-	8%	*	-	-	-	*
Grade 4																							
Reading	All Students	17%	11%	10%	*	10%	13%	-	-	-	-	5%	28%	0%	12%	0%	10%	11%	*	-	-	*	
	CWD	6%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	-	-	-	
	CWOD	19%	13%	12%	*	12%	14%	-	-	-	-	6%	33%	-	12%	0%	11%	13%	*	-	-	*	
	EL	8%	2%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	0%	*	-	-	-
	Male	16%	9%	10%	*	10%	*	-	-	-	-	5%	23%	0%	11%	0%	10%	-	*	-	-	-	-
	Female	19%	12%	11%	-	10%	20%	-	-	-	-	6%	33%	0%	13%	0%	-	11%	*	-	-	-	*
Mathematics	All Students	21%	9%	6%	*	5%	25%	-	-	-	-	4%	12%	0%	7%	0%	10%	3%	*	-	-	*	
	CWD	9%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	-	-	-	
	CWOD	23%	10%	7%	*	5%	29%	-	-	-	-	5%	14%	-	7%	0%	11%	4%	*	-	-	*	
	EL	11%	2%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	0%	*	-	-	-
	Male	23%	8%	10%	*	8%	*	-	-	-	-	10%	8%	0%	11%	0%	10%	-	*	-	-	-	-
	Female	18%	9%	3%	-	2%	20%	-	-	-	-	0%	17%	0%	4%	0%	-	3%	*	-	-	-	*
Grade 5																							
Reading	All Students	29%	18%	24%	-	23%	33%	-	-	-	-	14%	46%	8%	28%	0%	21%	26%	0%	-	-	-	
	CWD	8%	5%	8%	-	8%	*	-	-	-	-	0%	*	8%	-	0%	8%	8%	*	-	-	-	
	CWOD	33%	21%	28%	-	27%	40%	-	-	-	-	18%	46%	-	28%	0%	24%	31%	*	-	-	-	
	EL	15%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	0%	*	-	-	-
	Male	27%	16%	21%	-	20%	*	-	-	-	-	11%	47%	8%	24%	0%	21%	-	*	-	-	-	-
	Female	32%	20%	26%	-	26%	*	-	-	-	-	17%	46%	8%	31%	0%	-	26%	0%	-	-	-	-
Mathematics	All Students	24%	15%	19%	-	19%	17%	-	-	-	-	11%	37%	8%	21%	8%	25%	13%	0%	-	-	-	
	CWD	9%	5%	8%	-	8%	*	-	-	-	-	0%	*	8%	-	0%	8%	8%	*	-	-	-	
	CWOD	26%	17%	21%	-	21%	20%	-	-	-	-	14%	35%	-	21%	12%	29%	14%	*	-	-	-	
	EL	14%	5%	8%	-	8%	-	-	-	-	-	9%	*	0%	12%	8%	17%	0%	*	-	-	-	
	Male	25%	16%	25%	-	25%	*	-	-	-	-	17%	47%	8%	29%	17%	25%	-	*	-	-	-	-
	Female	23%	14%	13%	-	13%	*	-	-	-	-	4%	29%	8%	14%	0%	-	13%	0%	-	-	-	-

Texas Education Agency
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DR LONNIE GREEN JR EL (233901113) - 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%	7%	-	7%	17%	-	-	-	-	2%	20%	0%	9%	0%	13%	3%	0%	-	-	-
	CWD	6%	2%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	-	-	-
	CWOD	13%	7%	9%	-	9%	20%	-	-	-	-	3%	22%	-	9%	0%	16%	3%	*	-	-	-
	EL	4%	3%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*	-	-	-
	Male	14%	9%	13%	-	12%	*	-	-	-	-	4%	35%	0%	16%	0%	13%	-	*	-	-	-
	Female	10%	4%	3%	-	3%	*	-	-	-	-	0%	8%	0%	3%	0%	-	3%	0%	-	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades																						
All Subjects	All Students	67%	58%	56%	67%	54%	77%	-	-	-	-	46%	80%	29%	60%	22%	54%	57%	14%	-	-	*
	CWD	38%	28%	29%	-	28%	60%	-	-	-	-	23%	58%	29%	-	8%	30%	29%	0%	-	-	-
	CWOD	71%	63%	60%	67%	59%	79%	-	-	-	-	51%	83%	-	60%	27%	59%	62%	20%	-	-	*
	EL	47%	26%	22%	-	22%	-	-	-	-	-	21%	33%	8%	27%	22%	25%	18%	30%	-	-	-
	Male	65%	55%	54%	*	54%	57%	-	-	-	-	44%	79%	30%	59%	25%	54%	-	18%	-	-	-
	Female	69%	61%	57%	*	55%	96%	-	-	-	-	47%	81%	29%	62%	18%	-	57%	12%	-	-	*
Reading	All Students	68%	61%	61%	*	59%	79%	-	-	-	-	52%	82%	35%	65%	20%	56%	65%	20%	-	-	*
	CWD	35%	28%	35%	-	34%	*	-	-	-	-	27%	64%	35%	-	13%	37%	32%	*	-	-	-
	CWOD	72%	67%	65%	*	64%	82%	-	-	-	-	57%	85%	-	65%	23%	59%	70%	27%	-	-	*
	EL	46%	24%	20%	-	20%	-	-	-	-	-	20%	*	13%	23%	20%	22%	19%	*	-	-	-
	Male	63%	55%	56%	*	56%	56%	-	-	-	-	46%	79%	37%	59%	22%	56%	-	20%	-	-	-
	Female	72%	67%	65%	*	63%	100%	-	-	-	-	57%	85%	32%	70%	19%	-	65%	20%	-	-	*
Mathematics	All Students	65%	53%	52%	*	51%	79%	-	-	-	-	42%	78%	30%	56%	24%	52%	52%	13%	-	-	*
	CWD	39%	28%	30%	-	30%	*	-	-	-	-	24%	55%	30%	-	6%	32%	29%	*	-	-	-
	CWOD	68%	57%	56%	*	54%	82%	-	-	-	-	46%	81%	-	56%	30%	56%	56%	18%	-	-	*
	EL	49%	28%	24%	-	24%	-	-	-	-	-	23%	*	6%	30%	24%	26%	22%	*	-	-	-
	Male	65%	52%	52%	*	52%	67%	-	-	-	-	43%	77%	32%	56%	26%	52%	-	20%	-	-	-
	Female	65%	54%	52%	*	50%	90%	-	-	-	-	42%	80%	29%	56%	22%	-	52%	10%	-	-	*
Science	All Students	70%	60%	51%	-	51%	67%	-	-	-	-	40%	78%	16%	60%	21%	55%	49%	0%	-	-	-
	CWD	42%	27%	16%	-	13%	*	-	-	-	-	10%	*	16%	-	0%	8%	23%	*	-	-	-
	CWOD	74%	65%	60%	-	60%	60%	-	-	-	-	49%	81%	-	60%	29%	66%	54%	*	-	-	-
	EL	47%	25%	21%	-	21%	-	-	-	-	-	22%	*	0%	29%	21%	33%	8%	*	-	-	-
	Male	70%	59%	55%	-	56%	*	-	-	-	-	44%	82%	8%	66%	33%	55%	-	*	-	-	-
	Female	71%	60%	49%	-	46%	*	-	-	-	-	35%	75%	23%	54%	8%	-	49%	0%	-	-	-

STAAR Percent at Meets Grade Level or Above

All Grades																						
All Subjects	All Students	41%	30%	27%	67%	26%	43%	-	-	-	-	18%	52%	17%	29%	5%	28%	26%	6%	-	-	*
	CWD	21%	13%	17%	-	18%	0%	-	-	-	-	10%	46%	17%	-	5%	16%	17%	0%	-	-	-
	CWOD	44%	33%	29%	67%	28%	49%	-	-	-	-	19%	53%	-	29%	5%	31%	28%	8%	-	-	*
	EL	20%	8%	5%	-	5%	-	-	-	-	-	5%	0%	5%	5%	5%	6%	4%	10%	-	-	-
	Male	40%	28%	28%	*	28%	38%	-	-	-	-	19%	53%	16%	31%	6%	28%	-	9%	-	-	-
	Female	42%	33%	26%	*	25%	48%	-	-	-	-	17%	51%	17%	28%	4%	-	26%	4%	-	-	*

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Reading	All Students	44%	35%	31%	*	30%	47%	-	-	-	-	21%	56%	20%	33%	4%	28%	34%	7%	-	-	*
	CWD	20%	13%	20%	-	21%	*	-	-	-	-	11%	55%	20%	-	6%	22%	18%	*	-	-	-
	CWOD	47%	39%	33%	*	31%	53%	-	-	-	-	23%	56%	-	33%	4%	29%	36%	9%	-	-	*
	EL	20%	7%	4%	-	4%	-	-	-	-	-	5%	*	6%	4%	4%	3%	6%	*	-	-	-
	Male	40%	30%	28%	*	27%	33%	-	-	-	-	17%	54%	22%	29%	3%	28%	-	0%	-	-	-
	Female	48%	41%	34%	*	32%	60%	-	-	-	-	25%	57%	18%	36%	6%	-	34%	10%	-	-	*
Mathematics	All Students	37%	25%	26%	*	25%	37%	-	-	-	-	17%	51%	16%	28%	6%	29%	23%	7%	-	-	*
	CWD	21%	12%	16%	-	17%	*	-	-	-	-	11%	36%	16%	-	6%	14%	18%	*	-	-	-
	CWOD	39%	27%	28%	*	27%	41%	-	-	-	-	18%	53%	-	28%	6%	32%	24%	9%	-	-	*
	EL	20%	8%	6%	-	6%	-	-	-	-	-	6%	*	6%	6%	6%	8%	3%	*	-	-	-
	Male	37%	24%	29%	*	28%	44%	-	-	-	-	20%	52%	14%	32%	8%	29%	-	20%	-	-	-
	Female	36%	25%	23%	*	22%	30%	-	-	-	-	13%	50%	18%	24%	3%	-	23%	0%	-	-	*
Science	All Students	43%	30%	21%	-	20%	50%	-	-	-	-	11%	44%	12%	23%	4%	27%	15%	0%	-	-	-
	CWD	22%	14%	12%	-	13%	*	-	-	-	-	5%	*	12%	-	0%	8%	15%	*	-	-	-
	CWOD	46%	32%	23%	-	21%	60%	-	-	-	-	13%	43%	-	23%	6%	32%	15%	*	-	-	-
	EL	17%	7%	4%	-	4%	-	-	-	-	-	4%	*	0%	6%	4%	8%	0%	*	-	-	-
	Male	44%	31%	27%	-	27%	*	-	-	-	-	18%	53%	8%	32%	8%	27%	-	*	-	-	-
	Female	42%	28%	15%	-	13%	*	-	-	-	-	4%	38%	15%	15%	0%	-	15%	0%	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	10%	12%	0%	12%	20%	-	-	-	-	6%	29%	4%	14%	1%	15%	10%	0%	-	-	*
	CWD	7%	4%	4%	-	5%	0%	-	-	-	-	1%	19%	4%	-	0%	6%	3%	0%	-	-	-
	CWOD	19%	11%	14%	0%	14%	23%	-	-	-	-	7%	30%	-	14%	2%	17%	12%	0%	-	-	*
	EL	7%	2%	1%	-	1%	-	-	-	-	-	1%	0%	0%	2%	1%	2%	0%	0%	-	-	-
	Male	17%	9%	15%	*	14%	29%	-	-	-	-	8%	33%	6%	17%	2%	15%	-	0%	-	-	-
	Female	19%	11%	10%	*	10%	13%	-	-	-	-	5%	25%	3%	12%	0%	-	10%	0%	-	-	*
Reading	All Students	18%	11%	15%	*	15%	21%	-	-	-	-	7%	35%	5%	17%	0%	14%	16%	0%	-	-	*
	CWD	6%	3%	5%	-	6%	*	-	-	-	-	0%	27%	5%	-	0%	7%	4%	*	-	-	-
	CWOD	20%	12%	17%	*	17%	24%	-	-	-	-	9%	36%	-	17%	0%	16%	18%	0%	-	-	*
	EL	7%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*	-	-	-
	Male	16%	9%	14%	*	14%	22%	-	-	-	-	6%	35%	7%	16%	0%	14%	-	0%	-	-	-
	Female	21%	13%	16%	*	16%	20%	-	-	-	-	8%	35%	4%	18%	0%	-	16%	0%	-	-	*
Mathematics	All Students	17%	9%	12%	*	11%	21%	-	-	-	-	6%	25%	5%	13%	3%	16%	8%	0%	-	-	*
	CWD	8%	4%	5%	-	6%	*	-	-	-	-	2%	18%	5%	-	0%	7%	4%	*	-	-	-
	CWOD	18%	10%	13%	*	12%	24%	-	-	-	-	7%	26%	-	13%	4%	18%	9%	0%	-	-	*
	EL	8%	3%	3%	-	3%	-	-	-	-	-	3%	*	0%	4%	3%	5%	0%	*	-	-	-
	Male	18%	9%	16%	*	15%	33%	-	-	-	-	11%	29%	7%	18%	5%	16%	-	0%	-	-	-
	Female	16%	9%	8%	*	8%	10%	-	-	-	-	3%	22%	4%	9%	0%	-	8%	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
Science	All Students	19%	10%	7%	-	7%	17%	-	-	-	-	2%	20%	0%	9%	0%	13%	3%	0%	-	-	-
	CWD	8%	4%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	-	-	-
	CWOD	20%	11%	9%	-	9%	20%	-	-	-	-	3%	22%	-	9%	0%	16%	3%	*	-	-	-
	EL	4%	3%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*	-	-	-
	Male	20%	10%	13%	-	12%	*	-	-	-	-	4%	35%	0%	16%	0%	13%	-	*	-	-	-
	Female	18%	10%	3%	-	3%	*	-	-	-	-	0%	8%	0%	3%	0%	-	3%	0%	-	-	-

- 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
202	12	6%

- Indicates there are no students in the group.

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

◇ Indicates data reporting does not meet for Minimum Size.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	32	45	31	47	-	-	-	-	23	17	9
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

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

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	97%	100%	97%	90%	-	-	-	-	96%	97%	96%	97%	99%	96%	97%	97%
	CWD	96%	-	96%	100%	-	-	-	-	96%	96%	96%	-	98%	97%	95%	92%
	CWOD	97%	100%	97%	89%	-	-	-	-	97%	97%	-	97%	100%	96%	98%	100%
	EL	99%	-	99%	-	-	-	-	-	99%	100%	98%	100%	99%	99%	100%	100%
	Male	96%	*	97%	81%	-	-	-	-	96%	97%	97%	96%	99%	96%	-	100%
	Female	97%	*	97%	100%	-	-	-	-	97%	98%	95%	98%	100%	-	97%	96%

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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	97%	*	97%	90%	-	-	-	-	97%	97%	97%	97%	100%	96%	98%	100%	
	CWD	97%	-	96%	*	-	-	-	-	96%	100%	97%	-	100%	97%	97%	*	
	CWOD	97%	*	97%	89%	-	-	-	-	97%	97%	-	97%	100%	96%	98%	100%	
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	*	
	Male	96%	*	97%	82%	-	-	-	-	96%	96%	97%	96%	100%	96%	-	100%	
	Female	98%	*	97%	100%	-	-	-	-	97%	98%	97%	98%	100%	-	98%	100%	
Mathematics	All Students	97%	*	97%	90%	-	-	-	-	97%	97%	97%	97%	99%	97%	98%	100%	
	CWD	97%	-	96%	*	-	-	-	-	96%	100%	97%	-	94%	97%	97%	*	
	CWOD	97%	*	98%	89%	-	-	-	-	97%	97%	-	97%	100%	97%	98%	100%	
	EL	99%	-	99%	-	-	-	-	-	99%	*	94%	100%	99%	97%	100%	*	
	Male	97%	*	98%	82%	-	-	-	-	97%	96%	97%	97%	97%	97%	-	100%	
	Female	98%	*	97%	100%	-	-	-	-	97%	98%	97%	98%	100%	-	98%	100%	
Science	All Students	95%	-	96%	86%	-	-	-	-	94%	98%	93%	96%	100%	95%	95%	86%	
	CWD	93%	-	92%	*	-	-	-	-	95%	80%	93%	-	100%	100%	87%	*	
	CWOD	96%	-	96%	83%	-	-	-	-	94%	100%	-	96%	100%	94%	97%	*	
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	*	
	Male	95%	-	97%	*	-	-	-	-	94%	100%	100%	94%	100%	95%	-	*	
	Female	95%	-	95%	*	-	-	-	-	94%	96%	87%	97%	100%	-	95%	83%	
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Non-Participation Rate																		
All Subjects	All Students	3%	0%	3%	10%	-	-	-	-	4%	3%	4%	3%	1%	4%	3%	3%	
	CWD	4%	-	4%	0%	-	-	-	-	4%	4%	4%	-	2%	3%	5%	8%	
	CWOD	3%	0%	3%	11%	-	-	-	-	3%	3%	-	3%	0%	4%	2%	0%	
	EL	1%	-	1%	-	-	-	-	-	1%	0%	2%	0%	1%	1%	0%	0%	
	Male	4%	*	3%	19%	-	-	-	-	4%	3%	3%	4%	1%	4%	-	0%	
	Female	3%	*	3%	0%	-	-	-	-	3%	2%	5%	2%	0%	-	3%	4%	
Reading	All Students	3%	*	3%	10%	-	-	-	-	3%	3%	3%	3%	0%	4%	2%	0%	
	CWD	3%	-	4%	*	-	-	-	-	4%	0%	3%	-	0%	3%	3%	*	
	CWOD	3%	*	3%	11%	-	-	-	-	3%	3%	-	3%	0%	4%	2%	0%	
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*	
	Male	4%	*	3%	18%	-	-	-	-	4%	4%	3%	4%	0%	4%	-	0%	
	Female	2%	*	3%	0%	-	-	-	-	3%	2%	3%	2%	0%	-	2%	0%	

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	All Students	3%	*	3%	10%	-	-	-	-	3%	3%	3%	3%	1%	3%	2%	0%
	CWD	3%	-	4%	*	-	-	-	-	4%	0%	3%	-	6%	3%	3%	*
	CWOD	3%	*	2%	11%	-	-	-	-	3%	3%	-	3%	0%	3%	2%	0%
	EL	1%	-	1%	-	-	-	-	-	1%	*	6%	0%	1%	3%	0%	*
	Male	3%	*	2%	18%	-	-	-	-	3%	4%	3%	3%	3%	3%	-	0%
	Female	2%	*	3%	0%	-	-	-	-	3%	2%	3%	2%	0%	-	2%	0%
Science	All Students	5%	-	4%	14%	-	-	-	-	6%	2%	7%	4%	0%	5%	5%	14%
	CWD	7%	-	8%	*	-	-	-	-	5%	20%	7%	-	0%	0%	13%	*
	CWOD	4%	-	4%	17%	-	-	-	-	6%	0%	-	4%	0%	6%	3%	*
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*
	Male	5%	-	3%	*	-	-	-	-	6%	0%	0%	6%	0%	5%	-	*
	Female	5%	-	5%	*	-	-	-	-	6%	4%	13%	3%	0%	-	5%	17%
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

	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)
Students Without Disabilities											
In-School Suspensions											

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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	18	0	17	1	0	0	0	0	4		
	Female	1	0	1	0	0	0	0	0	0		
	Total	19	0	18	1	0	0	0	0	4		
Out-of-School Suspensions												
	Male	1	0	1	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	0		
Expulsions												
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		
School-Related Arrests												
	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		
Referrals to Law Enforcement												
	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		
Students With Disabilities												
In-School Suspensions												
	Male	8	0	8	0	0	0	0	0	4		6
	Female	1	0	1	0	0	0	0	0	0		1
	Total	9	0	9	0	0	0	0	0	4		7
Out-of-School Suspensions												
	Male	3	0	3	0	0	0	0	0	1		2
	Female	1	0	1	0	0	0	0	0	0		0
	Total	4	0	4	0	0	0	0	0	1		2
Expulsions												

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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
School-Related Arrests												
	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
Referrals to Law Enforcement												
	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
All Students												
Chronic Absenteeism												
	Male	28	-8	27	1	-8	-8	-8	-8	9	6	-8
	Female	41	2	36	2	-8	1	-8	-8	11	8	-8
	Total	69	2	63	3	-8	1	-8	-8	20	14	-8

	Total
Incidents of Violence	
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	10
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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	Total
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
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
Preschool 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
Accelerated Coursework											
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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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.9	8.2%
Teachers Teaching with Emergency or Provisional Credentials	3.0	6.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.7	3.7%

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2022.

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	4,966	1%	9	1%	*	2%
Mathematics	4,961	1%	9	1%	*	2%
Grade 4						
Reading	5,046	1%	10	1%	*	3%
Mathematics	5,040	1%	10	1%	*	3%
Grade 5						
Reading	5,133	1%	10	1%	*	1%
Mathematics	5,138	1%	10	1%	*	1%
Science	5,130	1%	10	1%	*	1%
Grade 6						
Reading	4,925	1%	9	1%	-	-
Mathematics	4,923	1%	9	1%	-	-
Grade 7						
Reading	4,586	1%	6	1%	-	-
Mathematics	4,581	1%	6	1%	-	-
Grade 8						
Reading	4,513	1%	6	1%	-	-
Mathematics	4,507	1%	6	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	4,492	1%	6	1%	-	-
End of Course						
English I	4,504	1%	10	1%	-	-
English II	4,092	1%	7	1%	-	-
Algebra I	4,514	1%	9	1%	-	-
Biology	4,424	1%	11	1%	-	-
All Grades						
All Subjects	85,481	1%	153	1%	13	1%
Reading	37,771	1%	67	1%	6	2%
Mathematics	33,664	1%	59	1%	6	2%
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										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6

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	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
	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	3.9%	*	3.8%	5.6%	-	*	-	*	4.2%	7.6%	5.3%

- Indicates there are no students in the group.

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

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Accountability Rating

Not Rated: Declared State of Disaster

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

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Total Students: 769
Grade Span: KG - 05

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsvr1.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 DR LONNIE GREEN JR 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
Attendance Rate (2019-20)	99.2%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.3%	0.7%	12.7%
Hispanic	94.2%	93.6%	52.9%
White	5.1%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.3%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.3%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	72.0%	71.3%	60.3%
Special Education	12.6%	13.0%	11.1%
Emergent Bilingual/EL	26.7%	17.3%	20.7%
Mobility Rate (2019-20)	11.5%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	18.8%	19.1%	17.7%
Grade 1	25.5%	19.9%	18.0%
Grade 2	20.4%	19.3%	18.0%
Grade 3	18.6%	18.3%	18.2%
Grade 4	15.4%	19.3%	18.3%
Grade 5	19.9%	20.3%	19.8%

School Financial Information (2019-20)

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

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

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$7,370	\$10,349	\$10,406
Instruction	\$5,152	\$5,401	\$5,929
Instructional Leadership	\$48	\$205	\$173
School Leadership	\$334	\$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
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	55%	40%	54%	78%	-	-	-	-	46%
	2019	78%	72%	73%	100%	72%	78%	-	-	-	-	66%
ELA/Reading	2021	68%	62%	61%	*	60%	79%	-	-	-	-	53%
	2019	75%	69%	77%	*	76%	84%	-	-	-	-	69%
Mathematics	2021	66%	54%	52%	*	51%	79%	-	-	-	-	42%
	2019	82%	77%	76%	*	76%	79%	-	-	-	-	71%
Writing	2021	58%	51%	49%	*	47%	86%	-	-	-	-	45%
	2019	68%	58%	57%	*	58%	33%	-	-	-	-	51%
Science	2021	71%	60%	52%	-	51%	67%	-	-	-	-	39%
	2019	81%	75%	65%	*	63%	100%	-	-	-	-	59%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	28%	40%	26%	49%	-	-	-	-	18%
	2019	50%	40%	37%	73%	36%	51%	-	-	-	-	28%
ELA/Reading	2021	45%	36%	32%	*	31%	47%	-	-	-	-	22%
	2019	48%	38%	40%	*	39%	53%	-	-	-	-	30%
Mathematics	2021	37%	25%	26%	*	26%	37%	-	-	-	-	17%
	2019	52%	43%	39%	*	38%	53%	-	-	-	-	29%
Writing	2021	30%	21%	25%	*	21%	86%	-	-	-	-	16%
	2019	38%	28%	24%	*	24%	17%	-	-	-	-	19%
Science	2021	44%	30%	22%	-	21%	50%	-	-	-	-	12%
	2019	54%	43%	34%	*	32%	80%	-	-	-	-	26%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	12%	0%	12%	22%	-	-	-	-	6%
	2019	24%	17%	17%	45%	16%	27%	-	-	-	-	13%
ELA/Reading	2021	18%	11%	15%	*	15%	21%	-	-	-	-	8%
	2019	21%	13%	22%	*	20%	42%	-	-	-	-	17%
Mathematics	2021	18%	9%	12%	*	12%	21%	-	-	-	-	7%
	2019	26%	20%	18%	*	18%	21%	-	-	-	-	14%
Writing	2021	9%	4%	8%	*	7%	29%	-	-	-	-	5%
	2019	14%	8%	6%	*	5%	0%	-	-	-	-	6%
Science	2021	20%	10%	8%	-	7%	17%	-	-	-	-	2%
	2019	25%	16%	11%	*	10%	20%	-	-	-	-	9%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	97%	100%	97%	89%	-	-	-	-	97%
	2019	99%	99%	100%	100%	100%	100%	-	-	-	-	100%
ELA/Reading	2021	89%	94%	97%	*	97%	90%	-	-	-	-	97%
	2019	99%	99%	100%	*	100%	100%	-	-	-	-	100%
Mathematics	2021	88%	93%	97%	*	97%	90%	-	-	-	-	97%
	2019	100%	100%	100%	*	100%	100%	-	-	-	-	100%

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