

GARFIELD EL

Campus Improvement Plan

2021/2022

We are Greatness!
We are Family!
We are Garfield!

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

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Date Reviewed:

DMAC Solutions ®

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Date Approved:

8/5/2022

GARFIELD EL

Mission

To focus our energy and passion towards significantly improving every student's reading level and academic achievement.

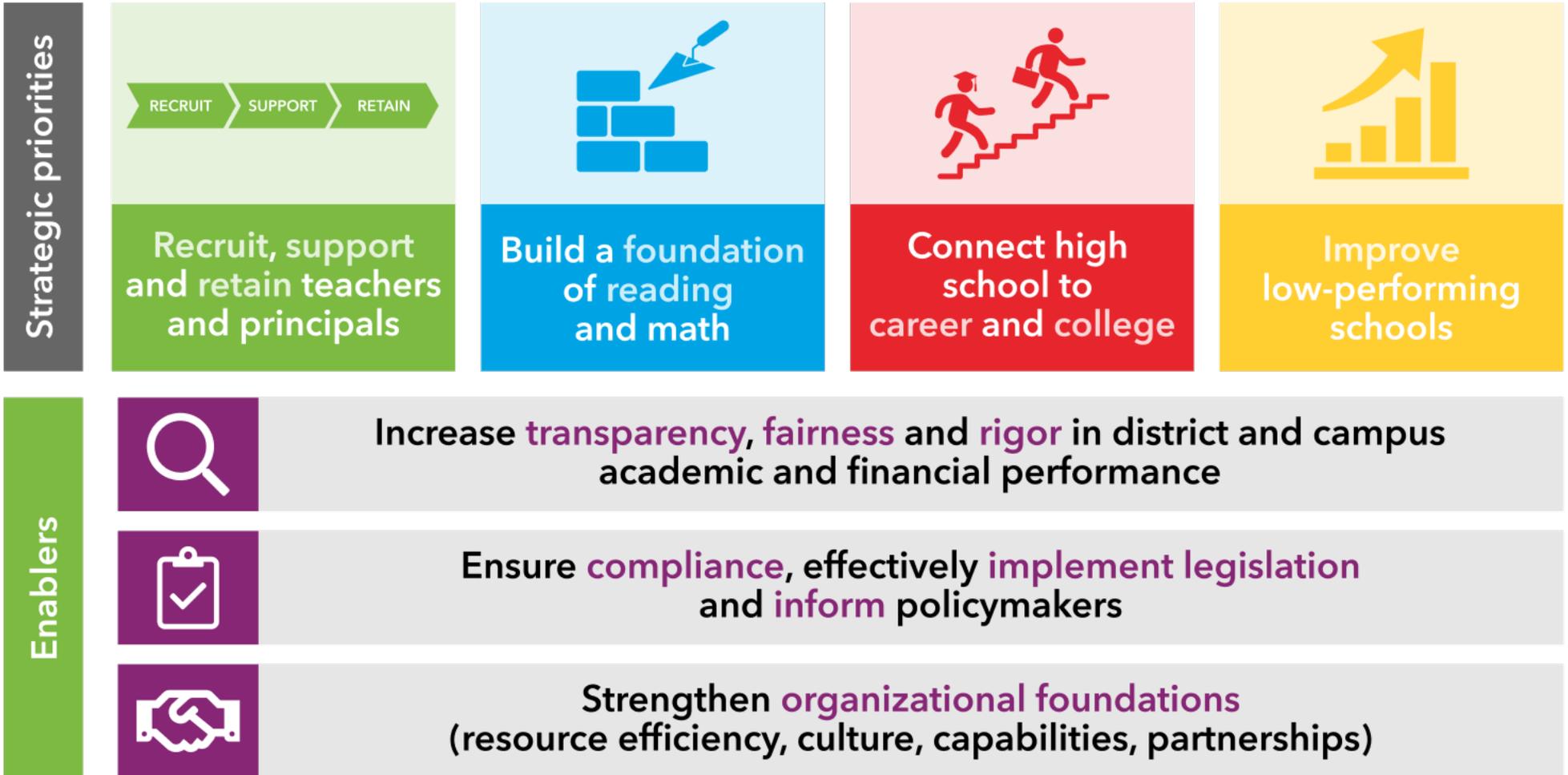
Vision

At Garfield Elementary we will foster a nurturing environment where everyone shares in Garfield PRIDE!

Nondiscrimination Notice

GARFIELD EL 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>*

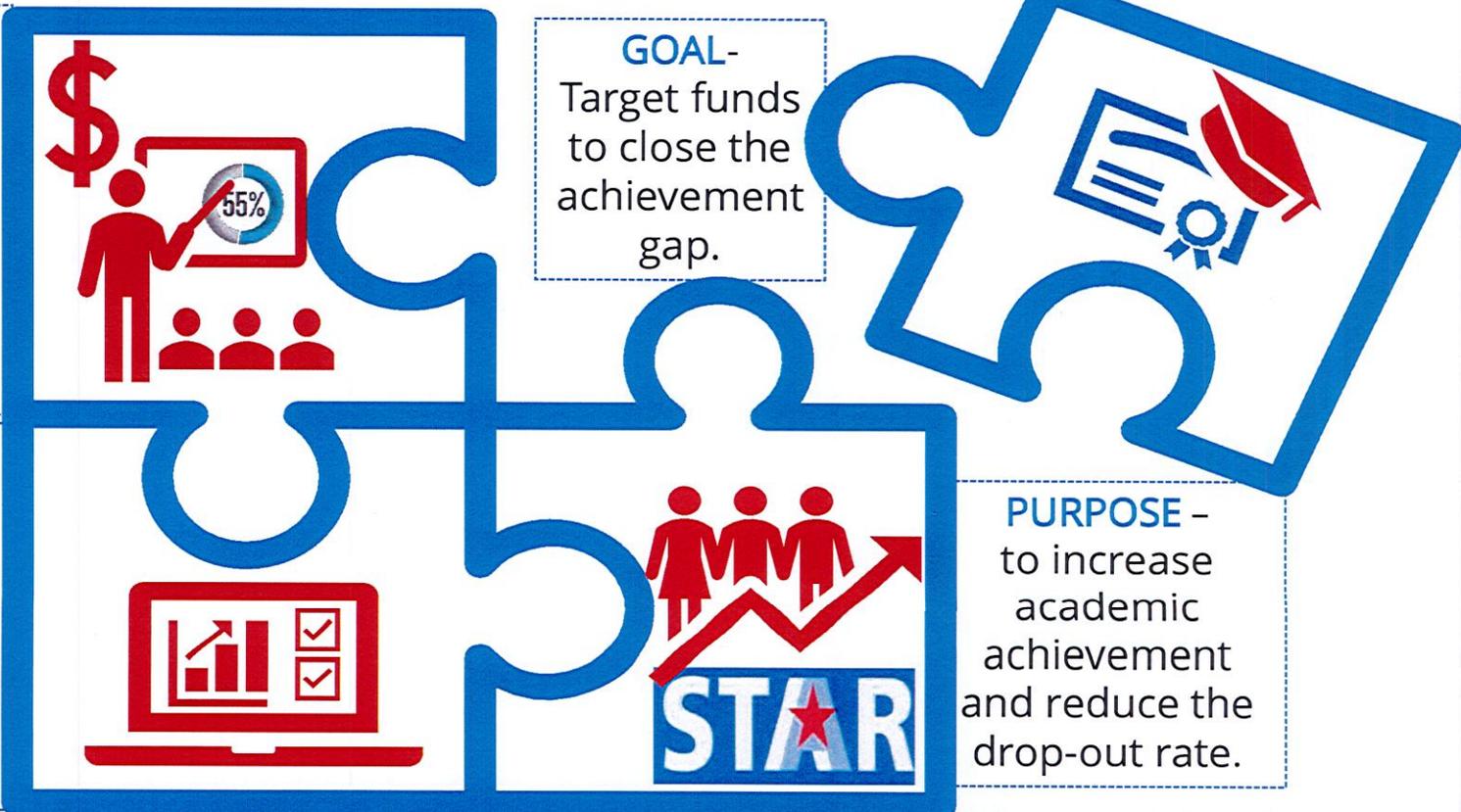
State Compensatory Education Program

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.



**adapted from TEA State Compensatory Education*

GARFIELD EL Site Base

Name	Position
Rubio, Genella Denise	Principal
Magadan, M	Strategist
Duenez, Isa	Teacher
Saldiva, E	Teacher
Barbery-Fraga, Vanessa	Teacher
Perez, Tiffany	Assistant Principal
Diaz, Sabrina	Kinder Teacher
Martinez, Griselda	Community Member
Cienega, Sara	Counselor
Castro, Lazaro	Business
Lujan, Chelsea	2nd grade Cluster Leader
Hill, Isabel	5th grade cluster leader
Garcia, Laura	Special Education Teacher



Introduction

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

Organizational Structure

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

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

Using this template

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

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

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



Site Based Committee Sign In

District: Garfield Elementary

Date: 24-Jun-21

Role	Name	Signature
Parent	Josephina Ortiz	ZOOM
Parent		
Business Representative	Sandra Garcia	ZOOM
Business Representative		
Community Representative	Griselda Martinez	ZOOM
Community Representative		
Teacher	Erica Barrera	ZOOM
Teacher	Isa Duenez	ZOOM
Teacher	Vanessa Fraga	ZOOM
Teacher	Blanca Lopez	ZOOM
Teacher	Elda Saldivar	ZOOM
Teacher	Sabrina Diaz	ZOOM
Teacher	Marisela Magadan	ZOOM
Teacher	Veronica Patino	ZOOM
Teacher	Kasey Morales	ZOOM
Teacher		
Para-Professional	Yolanda Rodriguez	ZOOM
Para-Professional	Tori Patino	ZOOM
District Personnel	Tiffany Perez	ZOOM
District Personnel	GD Rubio	ZOOM

Comprehensive Needs Assessment Summary – 2021-2022 Garfield Elementary

Utilized Data Sources: These will automatically populate from your CNA worksheets		
2019 STAAR Results	TELPAS Reports	2019 Benchmark Results
20-21 Benchmark results	Climate Survey	Attendance Reports
Staff Attendance	Student Attendance data	Climate Survey 18-19/19-20
Student/ Staff Attendance	Campus cleanliness	Discipline Data
Benchmark Data	Annual FIE	Enrollment Data
District Data	Staff observations	Sign in sheets
Calendars	Social media accounts	Piems Data
Enrollement Data	CIP 2019	Current Needs

Area Reviewed	Summary of Strengths <small>What were the identified strengths?</small>	Summary of Needs <small>What were the identified needs?</small>	Priorities <small>What are the priorities for the campus, including how federal and state program funds will be used?</small>
Academic Achievement	<p>RTI and Child study paperwork is tracked and follow up is on going</p> <p>Consistency of Math Curriculum 1-5; adding Kinder in 21-22</p> <p>Consistency in the ELA block from Kinder to 5th grade</p> <p>Communication between clusters</p> <p>Return of RTI/Data days for 21-22</p>	<p>Error free Math curriculum</p> <p>Revamp of Special education delivery models for students</p> <p>Incentive pay for afterschool staff/Aides for targeted afterschool interventions</p> <p>Return of power hour to focus on Reading</p>	<p>Tier 1 instruction in ELA and Math with targeted staff develoemt and resources and focused and targeted revamp of our Special education services. Use studetn data for on going targeted improvemnets to instruction and intervention.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Staff Quality	<p>Communication among clusters</p> <p>Subject/content expert teachers</p> <p>Power Hour provided ongoing training for staff</p> <p>Stipends for cluster leaders, bilingual and special education teachers</p> <p>100% highly qualified teachers in Kinder to 5th grades</p> <p>Staff attendance incentives</p>	<p>Learning Walks</p> <p>Technology training</p> <p>Vertical planning</p> <p>New Teacher mentoring</p> <p>Content relevant training</p>	<p>Focused and targeted staff development in curriculum and technology, vertical planning, planned learning walks and staff mentoring.</p>
School Climate/ Safe & Healthy Schools	<p>Para professional staff went above and beyond this school year</p> <p>The campus is also clean and well maintained by our custodial team</p> <p>Garfield staff are flexible, adjust and adapt to change</p> <p>Mustang minute/ Smore</p> <p>Staff shout outs/ Staff attendance incentives</p> <p>Zoom staff gatherings, cluster birthday celebrations, staff meetings, staff breakfast every 6 weeks in 19-20</p>	<p>Replace student lanyards/ID tags regularly to maintain cleanliness</p> <p>Support for staff that feel overwhelmed/low morale after a difficult year</p> <p>Build relationships with students, parents and staff</p>	<p>Staff and family surveys to monitor and adjust every six weeks. Utilize nurse and counselors for a well rounded service to students, parents and staff.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
College & Career Readiness/ Graduation/ Dropout Reducation	SFDRICISD provides a variety of CTE programs, Fine Art oppurtunities along with Athletics Early College High School Blended Academy Credit Recovery programs at secondary campuses	Parental envolvment Increase home visits to establish correct addresses and phone numbers for students Increase attendance for our most at risk students	Utilize the parental aide, nurse, counselors and all staff to increase parent involvement.
Family and Community Involvement	Career Days Family activites like Zumba night, AR afternoons, talent show Campus cleanliness Family social media accounts/ Dojo app Celebrity Readers	Regular campus surveys to collect ongoing data On going campus parent surveys- by neighborhoods we service and as a whole If movie matinee continues offer it at campus with families after school	Utilize family surveys and increase on campus family events. Partner with our community members/ business to support and educate families on what the community has to offer.
District/Campus Commitments	School staff overcame and used what we had available this school year effectivley Lap tops and hot spots arrived and issued to students	Continue to add technology as needed and service what we have Interior painting and on going repairs needed for old water damage	Prioritez campus needs into instructional and other. Work with Nurse and Counselors to address other needs as teachers and Administration focus on Tier 1 instruction.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	Web cams for staff Prior to 20-21: Campus Robotics, Culinary club, UIL, Reading culaborative, Writing Initiative SG Math, Science of Teaching Reading Computers/ other technology	Better wifi and faster servers Digital curriculum ready for teachers After school homework/mentor program with paid staff and or Ready Set students Big brother/ Big sister program facilitated by Counselors	

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.

GARFIELD EL

Goal 1. This 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. Garfield Elementary will increase student achievement in Science to 60% so that all student groups and subgroups show improvement by the end of the 21-22 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During the 21-22 school year we will utilize science journals, Stem scopes, hands on science activities, Lead4Ward resources, Brainpop, Generation Genius, and Ford Ferrier Science to teach readiness and supporting standards, increase science vocabulary and science content knowledge to meet system safeguards for economically disadvantaged students, special education students and limited English proficient students. (TI) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 1,1.2,4,4.1,5,5.1,5.2,5.3)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August - May	(F)FOCUS Group Grant, (S)Local Funds	Criteria: Summative - science lab lessons, science lab schedule, journals, DMAC reports, walkthroughs 06/09/22 - Completed (S) 03/29/22 - On Track 11/16/21 - On Track

GARFIELD EL

- Goal 1.** This 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.** Garfield Elementary will increase student achievement of our LEP students in all tested areas, specifically Reading and Math, as per system safeguards so that there is less than a 10% gap between all student groups and LEP students for the 21-22 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide opportunities for teachers to attend in person and or virtual targeted/focused staff development to assist Limited English Proficient students and provide targeted tutorials/ small groups for struggling LEP students to meet system safeguards for ELLs in areas of Reading, Math, Writing and Science. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: EB) (Strategic Priorities: 1,2,4) (ESF: 1,1.2,4,4.1,5.1,5.2,5.3)</p>	<p>Campus Administrators, Directors, Special Ed Teacher, Strategists</p>	<p>August - December</p>	<p>(F)Federal Grant, (S)Local Funds</p>	<p>Criteria: Summative - staff development sign in sheets, agendas, evidence in walkthroughs, tutorial plans and sign in sheets</p> <p>06/09/22 - Completed (S) 03/29/22 - On Track 11/16/21 - On Track</p>
<p>2. Implement the use of before school and or after school small group tutorials with campus teachers and or support staff for ELA, Science and Math to provide targeted instruction aimed at increasing our Masters and Meets numbers. Teachers will utilize DMAC reports/ benchmarks for tutorial planning and to identify skills not mastered for our LEP students to meet system safeguards for ELLs in the areas of Reading and Math. (TSI/TI) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: EB) (Strategic Priorities: 2,4) (ESF: 1.2,4,4.1,5,5.2,5.3)</p>	<p>Campus Administrators, Dyslexia Teacher, Special Ed Teacher, Strategists, Teachers</p>	<p>August - June</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Criteria: Summative - intervention plans, lesson plans, DMAC reports, classroom and tutorial walkthroughs DMAC</p> <p>06/09/22 - Completed (S) 03/29/22 - On Track 11/16/21 - On Track</p>
<p>3. 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) (ESF: 2)</p>	<p>Campus Administrators, Chief Instructional Officers</p>	<p>June 2021-June 2022</p>	<p>(S)State Compensatory</p>	<p>Criteria: Payroll/HR Documentation</p> <p>06/09/22 - On Track (S) 03/29/22 - On Track 11/11/21 - On Track</p>

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Goal 1. This 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. For the 21-22 school year Garfield Elementary will increase student achievement so that 60% of Kinder to second grade students will be at Meets or above grade level, 43% of 3rd graders will be at Meets or above in STAAR Reading, 36% of 3rd graders will be at Meets or above in 3rd grade STAAR Math and 80% of 4th and 5th graders will show growth in both STAAR Reading and Math so that all student groups and subgroups show improvement by the end of the 21-21 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Grade level teams will meet weekly for planning protocol in Kinder to 5th grades to effectively plan for the implementation of district curriculum and utilize data disaggregation to ensure mastery of summative tests, benchmarks and to identify TARGET TEKS for the six weeks and plan for effective student interventions. Resources: Campus resource materials(bindings, dividers, card stock, copy paper, pencils, folders), substitutes for trainings as needed, materials (manipulatives, instructional resources) for interventions. (TSI / TI) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>September - May</p>	<p>(F)Federal Grant, (F)Title I, (S)Local Funds</p>	<p>Criteria: STAAR, TPRI, TXKEA, summatives, baselines, benchmarks, formatives, Reading level data.</p> <p>06/02/22 - Completed (S) 03/29/22 - On Track 03/29/22 - On Track 11/15/21 - Some Progress</p>
<p>2. During the 21-22 school year, we will provide modeling opportunities, learning walks, coaching, continued training in the areas of effective instructional practices in ELA/Literacy block components and Math and or delivery interventions for all students using guided practices in ELA and Math. We will strategically focus on LEP and Special Education students in order to improve data to meet system safeguards. (TSI/TI) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.1,3.1,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Dyslexia Teacher, Special Ed Teacher, Strategists, Teachers</p>	<p>August - May</p>	<p>(F)Federal Grant, (F)FOCUS Group Grant, (F)Title I, (S)Local Funds</p>	<p>Criteria: Summative - walkthroughs documentation, tutorial plans, tutorial sign in sheets, reports, DMAC summative reports DMAC</p> <p>06/02/22 - Completed (S) 03/29/22 - On Track 11/16/21 - On Track</p>
<p>3. Utilize our Instructional Playbook/Power moves, anchor charts, scaffolding/chunking strategies for best practices, exit tickets, think alouds, wait time, etc.</p>	<p>Campus Administrators, Dyslexia Teacher, Special Ed Teacher, Strategists, Teachers</p>	<p>August - May</p>	<p>(F)Title I, (S)State Compensatory - \$26,613.41</p>	<p>Criteria: Staar results and end of year accountability data.</p> <p>06/02/22 - Completed (S)</p>

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Objective 3. For the 21-22 school year Garfield Elementary will increase student achievement so that 60% of Kinder to second grade students will be at Meets or above grade level, 43% of 3rd graders will be at Meets or above in STAAR Reading, 36% of 3rd graders will be at Meets or above in 3rd grade STAAR Math and 80% of 4th and 5th graders will show growth in both STAAR Reading and Math so that all student groups and subgroups show improvement by the end of the 21-21 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>On going training will be provided in Lead4Ward resources, teaching academic vocabulary, authentic student engagement and higher level questioning to improve academic vocabulary, comprehension and higher order thinking skills. Provide teachers with training in Read Naturally, TPR1 resources and Haggerty Phonemic Awareness to utilize during Tier 1 instruction and intervention time.</p> <p>Resources: professional development/ READ Grant Cohort, Haggerty PA and Bridge the Gap training and curriculum for intervention, teacher books, District resources, Edmentum, Lonestar, Brain Pop, Reading Eggs, Renaissance Learning, K 12 Summit, Lead4ward, reading material. (TSI/TI) (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.1,3.1,3.2,4,4.1,5,5.1,5.2,5.3,5.4)</p>				<p>03/29/22 - On Track 11/16/21 - On Track</p>

GARFIELD EL

Goal 1. This 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. Garfield Elementary will increase student achievement of our Special Education students so that there is less than a 10% gap between all student groups and special education students in all tested areas for the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the use of small group instruction/ guided interventions utilizing instructional manipulatives for our special education students. Use district resources to enhance learning: Epic Books, Lone Star, Brain pop, Flocabulary, Lexia and Renaissance reading. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 2,4) (ESF: 1.1,1.2,4.4.1,5.5.1,5.2,5.3,5.4)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August May	(F)Federal Grant, (F)Title I, (S)Local Funds	Criteria: Lesson plans, walk throughs, Conferences 06/09/22 - Completed (S) 03/29/22 - On Track 11/16/21 - On Track

GARFIELD EL

Goal 1. This 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. Garfield Elementary will increase campus attendance rate to 98% every six weeks during the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize attendance clerk to monitor attendance and provide daily reports. Parental aide, front office secretaries and counselors will make phone calls and the parental aide will make home visits when necessary to verify absences and offer support as needed for resources, properly document, illness, etc. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,3,3.1,3.2,3.3,3.4)	Attendance Staff, Campus Administrators, Counselors, Parents, Teachers	August - June	(S)State Compensatory	Criteria: Daily/Six weeks attendance reports. 06/20/22 - Completed (S) 03/29/22 - On Track 09/01/21 - On Track

GARFIELD EL

Goal 1. This 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. Garfield Elementary will increase student motivation and positive character to promote a safe and positive school climate so that less than 2% of students have discipline referrals per six weeks during the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will implement Del Rio Cares strategies to maintain a positive school environment. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)	Campus Administrators, Counselors, Teachers	August - June	(S)Local Funds	Criteria: Discipline reports, teacher feedback/ parent feedback, Counselor feedback, student feedback. 06/20/22 - Completed (S) 03/29/22 - On Track 11/18/21 - On Track
2. Provide teachers with staff development in the area of positive behavior support and motivating student to learn to create a positive and caring learning environment in the classroom and through out the school Example: Del Rio Cares, Give Me Five, etc (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.1,1.2,3,3.1,3.2,3.3,3.4)	Campus Administrators, Cluster/Department Leaders, Counselors	August - June	(F)Federal Grant	Criteria: Feedback from parents, teachers and students. 06/20/22 - Completed (S) 03/29/22 - On Track 11/18/21 - On Track
3. Counselor will coordinate with and train with District Counselors/ Staff in order to implement a campus wide positive school guidance program. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)	Campus Administrators, Counselors, Directors	August - December	(F)Title I	Criteria: Feedback from staff and discipline/ online bullying reports. 06/20/22 - Completed (S) 03/29/22 - Some Progress 11/18/21 - Some Progress

GARFIELD EL

Goal 1. This 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. Garfield Elementary will create a campus that is a bully free zone so that less than 1% of student referrals are related to bullying incidences per six weeks during the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide anti-bullying activities, presentations, and or announcements campus wide throughout the year. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)	Campus Administrators, Counselors, Teachers	August - June	(F) Title I	Criteria: Feedback from staff, students and parents. 06/20/22 - Completed (S) 03/29/22 - Some Progress 11/12/21 - On Track

GARFIELD EL

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

Objective 1. Garfield Elementary will develop a local campus budget that is 100% aligned to the campus improvement plan and is utilized to impact student achievement for the 21-22 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meet with instructional staff regularly and purchase targeted instructional resources and materials needed for the classroom, provide staff development via zoom/ in person at the campus level based on need and provide support staff to meet student instructional goals. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.2,2.1,3,3.1,3.2,4,4.1,5,5.1,5.2,5.3,5.4)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August - June	(S)Local Funds	Criteria: Feedback from staff/ survey 06/20/22 - Completed (S) 04/05/22 - On Track 10/15/21 - On Track 08/25/21 - Some Progress

GARFIELD EL

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

Objective 2. Garfield Elementary will increase student achievement in Math during the 21-22 school year to 75 % so that all student groups and subgroups show improvement by the end of the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Continue to train and implement the District wide Math curriculum in Kinder to 5th grade for accelerated instruction based on DMAC data from summatives, STAAR and benchmarks to close the achievement gap and increase student achievement on all STAAR tests. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2.2.1,3,3.1,3.2,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Strategists, Teachers</p>	<p>August - May</p>	<p>(F)Federal Grant, (F)FOCUS Group Grant, (S)Local Funds</p>	<p>Criteria: Summative, pm data, STAAR data 06/20/22 - Completed (S) 04/06/22 - On Track 08/30/21 - On Track</p>
<p>2. Provide ongoing training on the integration of Math vocabulary, the implementation of effective small guided groups and purchase targeted manipulatives along with professional development for staff. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.2,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Campus Administrators, Strategists, Teachers</p>	<p>August - May</p>	<p>(F)Federal Grant, (F)FOCUS Group Grant, (S)Local Funds</p>	<p>Criteria: summative/ formative assessment/ progress monitoring, walk through information 06/20/22 - Completed (S) 04/06/22 - On Track 11/16/21 - On Track</p>
<p>3. Utilize District wide math curriculum to reinforce readiness and supporting standards and increase content knowledge with all students, specifically focusing on LEP students to meet system safeguard. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 3.1,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Campus Administrators, Strategists, Teachers</p>	<p>August - June</p>	<p>(F)Federal Grant, (F)FOCUS Group Grant, (F)Title I</p>	<p>Criteria: Accountability scores/ PM scores/ summative scores. 06/20/22 - Completed (S) 04/06/22 - On Track 11/16/21 - On Track</p>

GARFIELD EL

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

Objective 1. Garfield Elementary will increase parental involvement by having a minimum of two parental functions and two methods of communication per six weeks during the 21-22 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Increase parental and community involvement by conducting zoom meetings, face to face meetings during the day and evenings covering topics such as STAAR testing information, content area curriculum/ importance of reading, gradebook, GT information/ health and wellness, etc . (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers</p>	<p>August - May</p>	<p>(S)Local Funds</p>	<p>Criteria: Sign in sheets, parent survey 06/21/22 - Completed (S) 04/05/22 - On Track 10/01/21 - On Track</p>
<p>2. Improve and increase communication with parents by sending out a campus wide Dojo reminders, email, notes as needed, campus call outs/ text, social media and offer both face to face and virtual parent meetings, open house and PTO nights. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers</p>	<p>August - May</p>	<p>(F)Federal Grant</p>	<p>Criteria: Sign in sheets and parent survey 06/21/22 - Completed (S) 04/05/22 - On Track 08/18/21 - On Track</p>
<p>3. Parental aide will attend in person and or virtual training as needed to turn around and conduct trainings for parents. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.3,3.4)</p>	<p>Campus Administrators, Parental Aides</p>	<p>August - June</p>	<p>(F)Title I</p>	<p>Criteria: Sign in sheets and parent survey 06/21/22 - Completed (S) 04/05/22 - On Track 11/18/21 - Some Progress 10/14/21 - On Track</p>

GARFIELD EL

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

Objective 2. Garfield Elementary will provide a minimum of 1 campus visit per school year from early childhood programs to assist with a smooth transition the following year..

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Tours and orienetation will be set up for incoming Kinder parents and their children to ease the transition into elementary school. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6,3.1) (Target Group: PRE K) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.2,3.3,3.4)	Campus Administrators, Counselors, Parental Aides, Teachers	May - September	(F)Title I	Criteria: Feedback from parents 06/21/22 - Completed (S) 04/05/22 - On Track 11/16/21 - On Track

GARFIELD EL

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

Objective 3. Garfield Elementary will send campus representatives to participate at a minimum of one parent orientation at Irene Cardwell to assist with providing information for a smooth transition to Garfield Elementary during the following school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will plan and prepare for a presentation at Irene Cardwell to include school procedures and academic information; a brochure will be created to provide to parents at orientation. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6,3.1) (Target Group: PRE K) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.2,3.3,3.4)	Campus Administrators, Teachers	May	(F) Title I	Criteria: Feedback from staff and parents. 06/21/22 - Completed (S) 04/05/22 - On Track 11/16/21 - On Track
2. Increase parental and community involvement by conducting face to face and or zoom meetings both during the day and evening training in a variety of areas, for example: content area information, technology, and parenting. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.2,3.3,3.4)	Campus Administrators, Counselors, Parental Aides	August - May		Criteria: Sign in sheets, parent surveys 06/21/22 - Completed (S) 04/05/22 - On Track 11/18/21 - On Track

GARFIELD EL

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

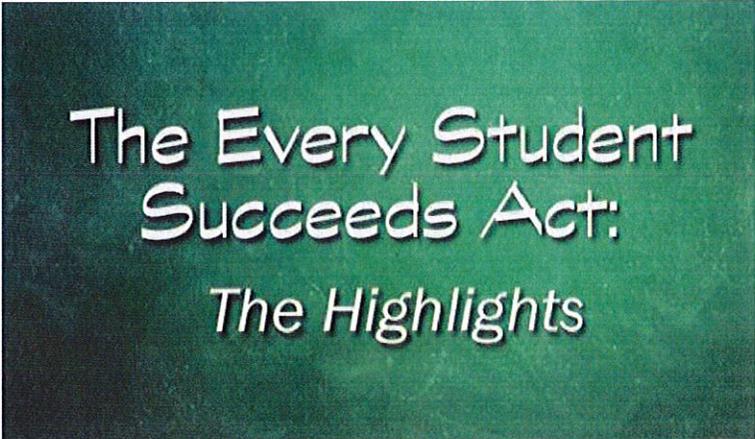
Objective 4. Garfield Elementary classroom teachers will hold a minimum of two parent conferences during the 21-22 school year to discuss student progress and interventions being implemented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will make/attempt contact with parent/ guardians at least twice a six weeks and keep a log of conferences, data discussed as well as share strategies that can be used at home to assist with student achievement. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.2,3.3,3.4)	Campus Administrators, Teachers	August - June	(S)Local Funds	Criteria: Contact logs, parent surveys 06/21/22 - Completed (S) 04/05/22 - On Track 11/16/21 - Some Progress 09/01/21 - On Track

San Felipe Del Rio CISD
Annual Title I Parent Training
Garfield Elementary
October 5, 2021

Agenda

- I. What is Title I and ESSA Grant**
- II. Parent and Family Engagement Policy**
- III. School-Parent Compacts**
- IV. Parents Right to Know**
- V. How can parents get involved?**
- VI. Questions/Answers**



**The Every Student
Succeeds Act:
*The Highlights***

09:53:46 From Rufina Adams to Everyone:
Second Title I Parent Training, Thursday, October 7, 2021, Parent-School
Compact, Campus Family Engagement Plan, 10 am

09:53:52 From Rufina Adams to Everyone:
Ruby Adams

09:53:58 From Tiffany Perez to Everyone:
Tiffany Perez

09:53:58 From Luz Garcia to Everyone:
Luz Garcia

09:54:59 From emily.flores to Everyone:
Emily Felton Flores

09:55:26 From ofelia.gonzales to Everyone:
Ofelia Gonzales- Parent -Larissa Luna 5th

09:59:28 From rosy to Everyone:
Aylin Monsivais

09:59:55 From rosy to Everyone:
Español

09:59:57 From M@ry Chuy to Everyone:
Español

10:00:40 From Luz Garcia to Everyone:
Favor de apuntar su nombre y nombre del estudiante, Gracias

10:01:20 From rosy to Luz Garcia(Direct Message):
Rosa sosa - Aylin Monsiváis

10:01:35 From Luz Garcia to rosy(Direct Message):
Gracias

10:01:41 From Sandra Tapia to Everyone:
Sandra Tapia - Mama de Galilea Cervantes 1st Grade

10:02:28 From LG Stylo 6 to Everyone:
Buenos días! Ruth Hernández, Evelyn's Grandma

10:02:53 From Frank y William Owens to Everyone:
Gabriela Owens Mama de Frank y William Owens

10:03:33 From M@ry Chuy to Everyone:
Parent: Maria de Jesus Varela- Student: Gael Ramírez- Mrs. Barbery

10:06:56 From Luz Garcia to Alexander Menchaca(Direct Message):
Will you please sign in, thanks.

10:10:24 From Luz Garcia to Everyone:
A quienes estan entrando a la junta favor de apuntar su nombre y el del
estudiante. Al terminar la junta tendremos premios, gracias.

10:11:04 From LG Stylo 6 to Everyone:
Ruth Hernández... student Evelyn Gallegos. 2nd. grade

10:12:46 From Lilia Rodriguez to Everyone:
Moises Rodriguez... students david, Victoria, nathan and moises rodriguez
kinder, 1st, 3rd and 5th grade

10:13:23 From Alejandra Salazar to Everyone:
Alejandra salazar, estudiante Ximena Arredondo

10:16:22 From Sandra Tapia to Everyone:
please mute

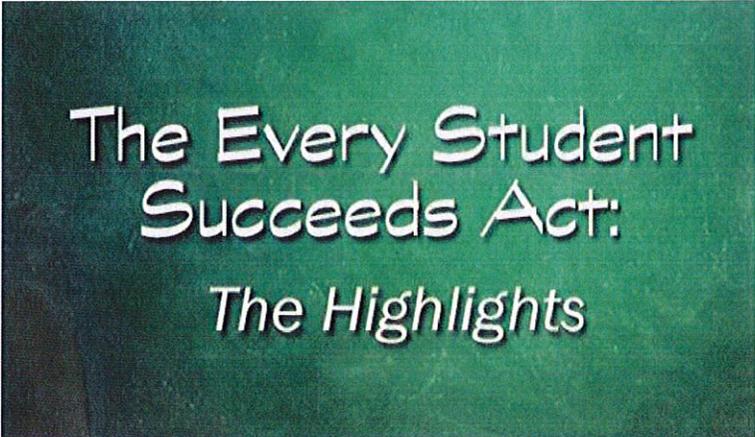
10:23:02 From LG Stylo 6 to Everyone:
si gusta me puede mandar el formato 8303098476

10:23:53 From Luz Garcia to LG Stylo 6(Direct Message):

San Felipe Del Rio CISD
Annual Title I Parent Training
Garfield Elementary
October 7, 2021 (Spanish)

Agenda

- I. What is Title I and ESSA Grant**
- II. Parent and Family Engagement Policy**
- III. School-Parent Compacts**
- IV. Parents Right to Know**
- V. How can parents get involved?**
- VI. Questions/Answers**



**The Every Student
Succeeds Act:
*The Highlights***

Title 1 Spanish Saved Chat

09:53:46 From Rufina Adams to Everyone:
Second Title I Parent Training, Thursday, October 7, 2021, Parent-School Compact, Campus Family Engagement Plan, 10 am

09:53:52 From Rufina Adams to Everyone:
Ruby Adams

09:53:58 From Tiffany Perez to Everyone:
Tiffany Perez

09:53:58 From Luz Garcia to Everyone:
Luz Garcia

09:54:59 From emily.flores to Everyone:
Emily Felton Flores

09:55:26 From ofelia.gonzales to Everyone:
Ofelia Gonzales- Parent -Larissa Luna 5th

09:59:28 From rosy to Everyone:
Aylin Monsivais

09:59:55 From rosy to Everyone:
Español

09:59:57 From M@ry Chuy to Everyone:
Español

10:00:40 From Luz Garcia to Everyone:
Favor de apuntar su nombre y nombre del estudiante, Gracias

10:01:20 From rosy to Luz Garcia(Direct Message):
Rosa sosa - Aylin Monsiváis

10:01:35 From Luz Garcia to rosy(Direct Message):
Gracias

10:01:41 From Sandra Tapia to Everyone:
Sandra Tapia - Mama de Galilea Cervantes 1st Grade

10:02:28 From LG Stylo 6 to Everyone:
Buenos días! Ruth Hernández, Evelyn's Grandma

10:02:53 From Frank y William Owens to Everyone:
Gabriela Owens Mama de Frank y William Owens

10:03:33 From M@ry Chuy to Everyone:
Parent: Maria de Jesus Varela- Student: Gael Ramírez- Mrs. Barbery

10:06:56 From Luz Garcia to Alexander Menchaca(Direct Message):
Will you please sign in, thanks.

10:10:24 From Luz Garcia to Everyone:
A quienes estan entrando a la junta favor de apuntar su nombre y el del estudiante. Al terminar la junta tendremos premios, gracias.

10:11:04 From LG Stylo 6 to Everyone:
Ruth Hernández... student Evelyn Gallegos. 2nd. grade

10:12:46 From Lilia Rodriguez to Everyone:
Moises Rodriguez... students david, Victoria, nathan and moises rodriguez kinder, 1st, 3rd and 5th grade

10:13:23 From Alejandra Salazar to Everyone:
Alejandra salazar, estudiante Ximena Arredondo

10:16:22 From Sandra Tapia to Everyone:
please mute

10:23:02 From LG Stylo 6 to Everyone:

13:57:05 From Rufina Adams to Everyone:
First Title I Parent Training, Garfield Elementary, October 5, 2021, 2 pm.

13:57:09 From Rufina Adams to Everyone:
Ruby Adams

13:57:18 From sara.cienega to Everyone:
Sara Cienega

13:57:27 From Luz Garcia to Everyone:
Luz Garcia

14:10:41 From Denise Rubio to Everyone:
Mrs. D Rubio

meeting_saved_chat

09:56:03 From Luz Garcia to Everyone:
Good morning, welcome to our Parent Portal meeting 10/15/2021

09:56:51 From Luz Garcia to Everyone:
Buenos días, bienvenidos a nuestra junta el día de hoy.

09:57:32 From Luz Garcia to Everyone:
Please sign in your name and student name.

09:57:36 From Ruth Hernandez to Everyone:
Buenos días!!

09:57:42 From Luz Garcia to Everyone:
Favor de apuntar su nombre y el del estudiante.

09:58:18 From iPhone Ivonne ♥ to Everyone:
Solo de uno o de ambos hijos

09:58:24 From Ruth Hernandez to Everyone:
Ruth Hernandez.. student: Evelyn Gallegos - 2nd Grade.

09:58:24 From Irma to Everyone:
buenos días

09:58:41 From Luz Garcia to Everyone:
de ambos esta bien

10:00:01 From Irma to Everyone:
karen De La Rosa 3rd grade Raymundo De La Rosa 2no grade

10:02:28 From iPhone Ivonne ♥ to Everyone:
Ivonne Cedillo...
Esteban Cedillo - 4to grado
Victoria Escamilla - 1 grado

10:03:43 From Rufina Adams to Everyone:
Ruby Adams

10:05:28 From Tiffany Perez to Luz Garcia(Direct Message):
Are you all going to share screen so they can see?

10:06:51 From Tiffany Perez to Everyone:
Tiffany Perez

10:08:04 From Alexander Menchaca to Everyone:
Alexander Menchaca

10:12:09 From Luz Garcia to Irma(Direct Message):
Hola Favor de enviar su informacion

10:13:09 From iPhone Ivonne ♥ to Everyone:
Gracias

10:13:33 From Ruth Hernandez to Everyone:
Muchas gracias!!

Title 1 Spanish Saved Chat

si gusta me puede mandar el formato 8303098476
10:23:53 From Luz Garcia to LG Stylo 6(Direct Message):
Muchas gracias. Me puede decir quien es su hijo/a?
10:28:03 From LG Stylo 6 to Everyone:
8303098476 Ruth Hernández
10:28:27 From ofelia.gonzales to Everyone:
me
10:28:44 From LG Stylo 6 to Everyone:
Muchas gracias!

Yulissa Gonzalez

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

Garfield 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.

COMUNICACIÓN DE PADRES DE FAMILIA Y FACULTAD

- V. **Garfield 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 **Garfield Elementary** el 10/7 y será proporcionada efectivo para el período 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 10/7. El plantel **Garfield 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

(Fecha)

(Firma de Autorización), Principal/Asst. Designada

Comité de Padres:

- 1. Ruth Herman
- 2. _____
- 3. _____
- 4. _____

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

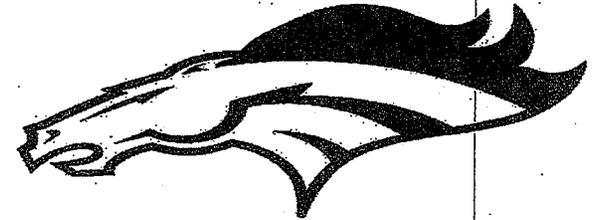
We are committed to frequent two-way communication with students and families regarding student learning. Our school recognizes the importance of consistent and specific information shared with parents.

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

**GARFIELD
ELEMENTARY SCHOOL**

**School-Teacher
Parent-Student
Compact**

**Garfield Elementary
Mustangs**



**EMPOWERING
CHILDREN TO
REACH THEIR**

**FULL
POTENTIAL**

Mrs. D. Rubio, PRINCIPAL

300 W. Martin St.

Del Rio, Texas 78840

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.

Parent Committee:

1. Ruth Bern
2. _____
3. _____
4. _____

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.

Garfield Elementary Title I

Parental Liaison

Luz Garcia

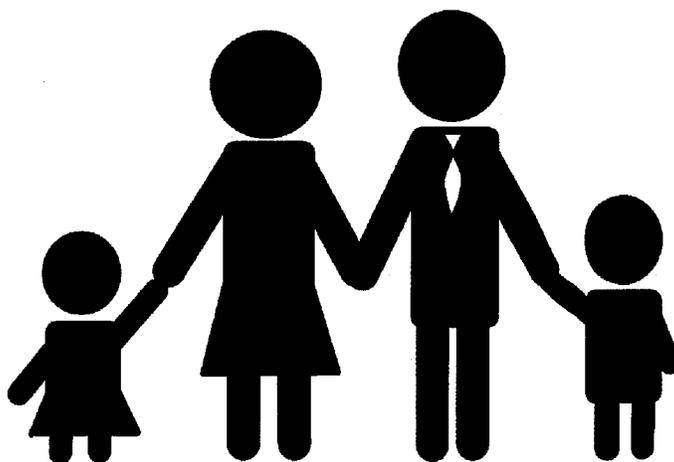
830-778-4700

Luz.garcia@sfdrcisd.org

Garfield Elementary
The Value and Utility of Parental Engagement
Staff Training, 8-30-2021

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



Garfield Elementary

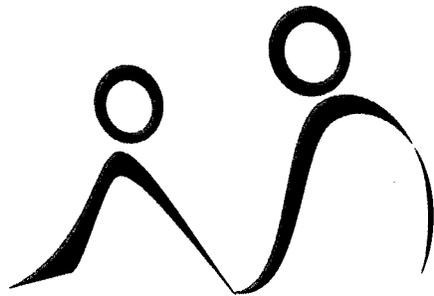
McKinney Vento/Families in Transition

Staff Training

8-30-21

AGENDA

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



McKinney-Vento

Serving Students In Transition

McKinny-Vento & The Value and Utility
Staff Meeting 8/30/2021

- 15:36:29 From blanca.lopez to Everyone
Blanca Lopez
- 15:36:32 From Deborah Tamayo to Everyone
Deborah Smith Tamayo
- 15:36:41 From Tori Patino to Everyone:
Tori Patino
- 15:36:44 From Arianna Navarro to Everyone
Arianna Navarro
- 15:36:45 From G Calderon to Everyone:
Gabriela Calderon
- 15:36:46 From Stallings -4th to Everyone
Katie Stallings
- 15:36:48 From Vanessa Barbery-Fraga 3rd
Vanessa Fraga
- 15:36:49 From K. Santos to Everyone:
Karina Santos
- 15:36:51 From Cristy Hill to Everyone:
Cristy Hill
- 15:36:51 From reina.rodriguez to Everyone
Reina Rodriguez
- 15:36:52 From krystal.lerma to Everyone
Krystal Lerma
- 15:36:53 From Arianna Navarro to Everyone
Amor Cardenas
- 15:36:58 From cynthia faz to Everyone:
CYNTHIA FAZ
- 15:36:59 From Kirstin Snyder to Everyone
Kirstin Snyder
- 15:36:59 From Sara Cienega to Everyone
Sara Cienega
- 15:36:59 From griselda.cioffi to Everyone
Griselda cioffi
- 15:37:00 From chelsea.julian.hernandez to

15:37:00 From Chelsea Lujan-Barnes to
Chelsea Lujan-Barnes
15:37:01 From diana.guajardo to Everyone
Diana Guajardo
15:37:02 From Coach B to Everyone
Marvin Black
15:37:02 From wanda.rojo to Everyone
Wanda Rojo
15:37:04 From Elizabeth Wilson to Everyone
Elizabeth Wilson
15:37:04 From Sara Howard to Everyone
Sara Howard
15:37:05 From brenda.limon-herrera to Everyone
Brenda Limon-Herrera

15:37:05 From Lucy Van Goethem to Everyone
Lucy Van Goethem

15:37:05 From Elida Garza to Everyone
Elida Garza

15:37:06 From Hilda Barrera to Everyone
Hilda Barrera Martinez - 2nd

15:37:06 From griselda.cioffi to Everyone
Mariah Rivera

15:37:06 From guillermo.sanchez to Everyone
Guillermo Sanchez

15:37:06 From Laura Garcia to Everyone
Laura Garcia

15:37:16 From Kasey Morales to Everyone
Kasey Morales

15:37:22 From Isa Duenez 4th to Everyone
I. Duenez

15:37:27 From E. Saldivar - 1st to Everyone
Elda Saldivar

15:37:31 From Mr. Aguirre 5th Garfield to Everyone
Tomas Aguirre

15:37:45 From V. Patino to Everyone
Veronica Patino

15:37:47 From Laura Garcia to Everyone
ANNARACELY Barrios

15:38:00 From marisela.magadan to Everyone
Marisela Magadan

15:38:05 From jessica correa to Everyone
Jessica correa , dora leyva,

15:38:17 From K. Dominguez 2nd to Everyone
Karla Dominguez

15:38:37 From jessica correa to Everyone
Ms. Paredes

15:38:54 From Danyelle Mendez to Everyone
Danyelle Mendez

15:38:58 From Yanet Garcia to Everyone

Yanet Garcia

- 15:39:00 From yvonne.rodriguez to Ew
Yvonne rodriguez
- 15:39:14 From yvonne.rodriguez to Ew
Yesenia puente
- 15:39:48 From Monica Rubio Computer I
Monica Rubio
- 15:40:08 From E. Saldivar - 1st to Ew
Mrs. Reta and Ms. Martinez are
- 15:41:17 From sabrina.diaz to Ew
Sabrina Diaz
- 15:44:55 From Tiffany Perez to Ew
Tiffany Perez
- 15:45:04 From Laura Garcia to Ew
Mrs. Torre

16:07:38 From nora.mandujano
Nora Mandujano
16:08:00 From V. Patino to
Lucy Calderon is
16:08:01 From dora.leyva to
dora leyva
16:10:02 From Kirstin Snyce
creepy lol
16:10:20 From V. Patino to
Jose Espinoza
16:11:01 From Isa Duenez 4
I. Duenez
16:11:08 From Isa Duenez 4
Olga Narro



Campus Improvement Plan Presentations

Aida V. Gomez, Chief Instructional Officer
Maytte Soliz, NHE Principal
Jane Villarreal, DFC Principal
Denise Rubio, Garfield Principal

October 21, 2019

State Intervention Requirements

TEC §39.101

- Campuses with an overall rating of C or better, and a final performance rating of D in at least one of the three domains:
 - Required to develop an improvement plan to target the identified areas of concern
 - Imbed the strategies in the Campus Improvement Plan
 - Present the plan of action to the board
 - Attain board approval
- Plans are not to be submitted to TEA

Campuses Receiving a D in any Domain

Campus	D in Domain	D in Domain
North Heights Elem	Domain 1 (60)	Domain 2 Part B (63)
Dr. Fermin Calderon	Domain 1 (60)	Domain 2 Part B (65)
Garfield Elem	Domain 1 (69)	

Accountability Ratings

Texas Education Agency
2019 Accountability Ratings Overall Summary
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		75	C
Student Achievement		60	D
STAAR Performance	35	60	
College, Career and Military Readiness			
Graduation Rate			
School Progress		75	C
Academic Growth	72	75	C
Relative Performance (Eco Dis: 80.1%)	35	63	D
Closing the Gaps	66	75	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Texas Education Agency
2019 Accountability Ratings Overall Summary
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		78	C
Student Achievement		69	D
STAAR Performance	40	69	
College, Career and Military Readiness			
Graduation Rate			
School Progress		80	B
Academic Growth	75	80	B
Relative Performance (Eco Dis: 86.7%)	40	75	C
Closing the Gaps	64	74	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Texas Education Agency
2019 Accountability Ratings Overall Summary
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		76	C
Student Achievement		60	D
STAAR Performance	35	60	
College, Career and Military Readiness			
Graduation Rate			
School Progress		77	C
Academic Growth	73	77	C
Relative Performance (Eco Dis: 85.2%)	35	65	D
Closing the Gaps	64	74	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

DOMAIN 1: Student Achievement

- *NHE and DFC: Received a **60**
- *Garfield: Received a **69**

Domain 2 Part A: Academic Performance

- *NHE and DFC: Received a **75** and **77**
- *Garfield: Received an **80**

Domain 2 Part B: Relative Performance:

- *NHE and DFC received a **63** and **66**
- *Garfield received a **75**

Domain 3: Closing the Gap

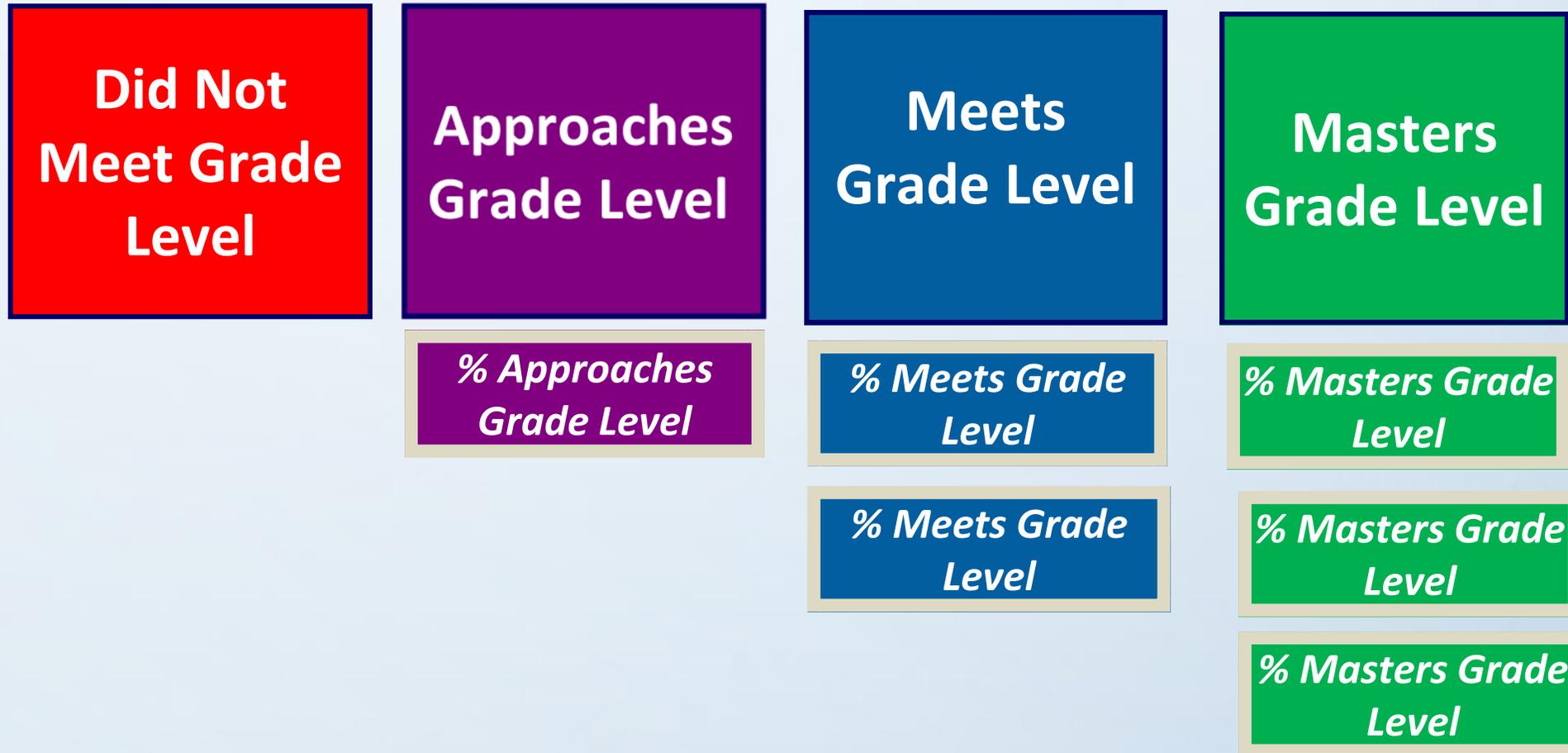
- *All 3 campuses received a C

Student Achievement Domain 1

- Evaluates performance across all subjects for all students, on both general and alternate assessments
 - **3rd-5th Grade Reading, 4th Grade Writing and 5th Grade Science**
- STAAR assessments are scored at the Approaches, Meets and Masters performance standards
- The Student Achievement Domain for elementary campuses is calculated by adding the three campus performance percent scores for all tests at a given campus and divided by three. The domain score is then scaled to an alpha grade.

$$\% \text{ Approaches} + \% \text{ Meets} + \% \text{ Masters} / 3 = \text{Student Achievement Score}$$

How Are the Assessments Calculated?



$$\% \text{ Approaches} + \% \text{ Meets} + \% \text{ Masters} / 3 = \text{Student Achievement Score}$$

Example of Domain 1 Calculation

STAAR Performance	Reading	Math	Writing	Science	Totals	Percentage s
# of Assessments	480	430	100	105	1115	
Approaches	300	300	50	60	710	67%
Meets	200	170	25	30	425	38%
Masters	100	70	10	10	190	17%
Total Percentage Points						122
Student Achievement Domain STAAR Component Score (Total Percentage Points divided by 3)						41

Table 1: STAAR Component Scores

STAAR Component Score	Elementary
45	73
44	72
43	72
42	71
41	70
40	69
39	67
38	65
37	64
36	62
35	60
34	59
33	58
32	57
31	56

What is the Focus for 3rd-5th Grades?

- Increase student achievement in Reading and Math at the Approaches, Meets and Masters levels
 - Utilize 2018-2019 STAAR Data for 4th and 5th graders
 - Utilize Baseline assessment in Reading and Math for 3rd graders
- Monitor subgroups: Hispanic and Eco Disadvantaged in both Math and Reading
- Monitor subgroups: ELs and Special Education in both Math and Reading
- Maintain the success acquired in Student Growth
 - Continue to utilize Aim Hi
- Implement the Literacy Block with fidelity
 - All components and Guided Reading Instruction
- Continue the success in Math
- Identify targeted groups of students needing intervention

3rd-5th Grade Teacher Support

Continuing Support

- Vertical Planning with 3rd-5th grade teachers
- Continued Accountability Training
- RtI Data Days
 - Utilize Specific DMAC Reports
 - Child Study Referrals
- Aim Hi Dashboard for Student Growth
- Second Year of Sandra Garza Math Implementation
- Lone Star Online Daily Review
- Strategists assist Bilingual Teachers during planning and class instructional delivery

New Support

- New ELAR Adoption
- Revised ELAR Curriculum Documents
- 150 minute ELAR Literacy Block
- Daily Planning Protocol Allotted time for 3rd-5th grade teachers
- Instructional Playbooks
- TEA READ Cohort Participation
 - READ Coach provides trainings for Cohort and Administrators
 - READ Coach meetings with principals to discuss observed practices and strategy implementation
- New Intervention Online Programs
 - Exact Path (All learners)
 - Lexia (Special Ed and Dyslexia)
 - Flocabulary
- Writing and Science Collaboratives during RTI days
- Baseline Assessment administered to all 3rd Graders in Math and Reading (Data to be shared in a board communique upon completion)
- Aim Hi Meets and Masters Dashboard in progress

Student and Parent Support

Student

- Target students identified who have failed a STAAR assessment in 3rd or 4th Grade with focused interventions.
- Create intervention groups based on the student needs.
 - During the day interventions
 - After School
- Students attend 30 minutes of daily intervention in 3rd-5th grade.
- Guided Instruction Targeting TEKS gaps for all groups (low-middle-high – new adoption provides differentiated resources)
- Ensure accommodations are practiced throughout the year for all qualifying students
 - Allowable resources
 - New McGraw Hill Online Assessments

Parent

- Meet with parents whose child failed Reading in 3rd or 4th grade (current 4th and 5th graders)
- Hold informational sessions on how to assist children:
 - TEA Website Resources
 - Gradebook
 - Importance of daily reading

Campus Focus: Reading

Campus	Grade	# Tested	# Failed	# Failed by 5 or less Questions	# Failed by 6+ Questions	# Missed "Meets" by 4 Questions
NHE	4th	111	38	18	20	19
	5th	106	46	22	24	17
DFC	4th	100	35	19	16	20
	5th	103	36	15	21	18
Garfield	4th	94	44	23	21	14
	5th	104	29	19	10	15

Campus Focus: Math

Campus	Grade	# Tested	# Failed	# Failed by 5 or less Questions	# Failed by 6+ Questions	# Missed "Meets" by 4 Questions
NHE	4th	111	43	26	17	27
	5th	106	53	25	28	15
DFC	4th	100	44	28	16	22
	5th	103	44	29	15	21
Garfield	4th	94	41	23	18	14
	5th	104	33	21	12	21

Foundational Support K-2nd

- Implementation of 150 minute Literacy Block
- New ELAR Pearson Adoption
- New ELAR Curriculum Documents
- Staff Development sessions on all of the literacy block components
- (36) K-2 teachers participating the READ cohort
- New Online Resource:
 - Reading Eggs
 - Flocabulary
- Instructional Support Specialist assist with planning and modeling
- Sandra Garza Math implementation in all 2nd Grade classrooms

Student Reading Level Monitoring

CAMPUS	1st 6-Weeks GE		CAMPUS	1st 6-Weeks GE
	8.23 - 10.4			8.23 - 10.4
Buena Vista			Lamar	
1st Grade	1.5		1st Grade	0.3
2nd Grade	2.2		2nd Grade	2.1
3rd Grade	3.2		3rd Grade	3.0
4th Grade	3.8		4th Grade	3.6
5th Grade	4.3		5th Grade	4.7
Calderon			Ruben Chavira	
1st Grade	0.7		1st Grade	0.3
2nd Grade	2.4		2nd Grade	2.0
3rd Grade	3.0		3rd Grade	2.8
4th Grade	3.6		4th Grade	3.0
5th Grade	4.3		5th Grade	4.3
Lonnie Green			North Heights	
1st Grade	1.4		1st Grade	1.0
2nd Grade	2.1		2nd Grade	2.1
3rd Grade	3.2		3rd Grade	2.9
4th Grade	3.6		4th Grade	3.7
5th Grade	4.3		5th Grade	3.8
Garfield			Laughlin	
1st Grade	0.4		1st Grade	Did not test
2nd Grade	2.0		2nd Grade	Did not test
3rd Grade	2.8		3rd Grade	Did not test
4th Grade	3.5		4th Grade	Did not test
5th Grade	3.9		5th Grade	Did not test

Questions?



Texas Education Agency
2021 Federal Report Card
GARFIELD EL (233901102) - 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%	51%	-	50%	*	-	-	-	*	49%	80%	27%	54%	26%	42%	57%	60%	*	-	-
	CWD	42%	43%	27%	-	11%	*	-	-	-	-	20%	*	27%	-	0%	33%	20%	*	*	-	-
	CWOD	70%	60%	54%	-	55%	-	-	-	-	*	53%	*	-	54%	32%	44%	61%	*	*	-	-
	EL	54%	28%	26%	-	27%	-	-	-	-	*	23%	*	0%	32%	26%	18%	35%	-	-	-	-
	Male	64%	55%	42%	-	42%	-	-	-	-	*	40%	*	33%	44%	18%	42%	-	*	*	-	-
	Female	70%	61%	57%	-	56%	*	-	-	-	-	55%	*	20%	61%	35%	-	57%	*	*	-	-
Mathematics	All Students	61%	46%	49%	-	50%	*	-	-	-	*	48%	80%	27%	53%	32%	47%	51%	60%	*	-	-
	CWD	40%	32%	27%	-	22%	*	-	-	-	-	20%	*	27%	-	17%	33%	20%	*	*	-	-
	CWOD	64%	48%	53%	-	53%	-	-	-	-	*	51%	*	-	53%	36%	50%	55%	*	*	-	-
	EL	51%	27%	32%	-	33%	-	-	-	-	*	29%	*	17%	36%	32%	35%	29%	-	-	-	-
	Male	63%	49%	47%	-	47%	-	-	-	-	*	46%	*	33%	50%	35%	47%	-	*	*	-	-

Texas Education Agency
2021 Federal Report Card
GARFIELD EL (233901102) - 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%	51%	-	52%	*	-	-	-	-	49%	*	20%	55%	29%	-	51%	*	*	-	-
Grade 4																						
Reading	All Students	62%	55%	52%	-	52%	-	-	-	-	-	52%	55%	33%	54%	25%	43%	62%	*	*	-	-
	CWD	34%	27%	33%	-	33%	-	-	-	-	-	38%	*	33%	-	* 43%	*	-	-	-	-	-
	CWOD	66%	59%	54%	-	54%	-	-	-	-	-	54%	60%	-	54%	26%	44%	65%	*	*	-	-
	EL	48%	25%	25%	-	25%	-	-	-	-	-	27%	*	*	26%	25%	14%	36%	-	-	-	-
	Male	59%	48%	43%	-	43%	-	-	-	-	-	46%	20%	43%	44%	14%	43%	-	-	*	-	-
	Female	66%	61%	62%	-	62%	-	-	-	-	-	58%	83%	*	65%	36%	-	62%	*	-	-	-
Mathematics	All Students	58%	44%	37%	-	36%	*	-	-	-	-	33%	64%	50%	35%	25%	41%	32%	*	*	-	-
	CWD	35%	25%	50%	-	44%	*	-	-	-	-	44%	*	50%	-	* 57%	*	-	-	-	-	
	CWOD	62%	47%	35%	-	35%	-	-	-	-	-	31%	60%	-	35%	26%	38%	32%	*	*	-	-
	EL	46%	24%	25%	-	25%	-	-	-	-	-	23%	*	*	26%	25%	29%	21%	-	-	-	-
	Male	61%	43%	41%	-	41%	-	-	-	-	-	37%	80%	57%	38%	29%	41%	-	-	*	-	-
	Female	56%	44%	32%	-	30%	*	-	-	-	-	29%	50%	*	32%	21%	-	32%	*	-	-	-
Grade 5																						
Reading	All Students	72%	63%	57%	-	57%	-	-	-	-	-	56%	60%	17%	68%	42%	55%	59%	*	*	-	-
	CWD	41%	30%	17%	-	17%	-	-	-	-	-	13%	*	17%	-	* 21%	*	-	-	-	-	-
	CWOD	77%	70%	68%	-	68%	-	-	-	-	-	68%	71%	-	68%	53%	70%	67%	*	*	-	-
	EL	61%	22%	42%	-	42%	-	-	-	-	-	44%	*	*	53%	42%	36%	50%	*	-	-	-
	Male	69%	60%	55%	-	55%	-	-	-	-	-	55%	50%	21%	70%	36%	55%	-	*	*	-	-
	Female	76%	67%	59%	-	59%	-	-	-	-	-	58%	*	*	67%	50%	-	59%	-	-	-	-
Mathematics	All Students	69%	59%	54%	-	54%	-	-	-	-	-	51%	80%	22%	63%	32%	50%	59%	*	*	-	-
	CWD	47%	35%	22%	-	22%	-	-	-	-	-	20%	*	22%	-	* 29%	*	-	-	-	-	
	CWOD	73%	63%	63%	-	63%	-	-	-	-	-	59%	100%	-	63%	40%	60%	67%	*	*	-	-
	EL	59%	34%	32%	-	32%	-	-	-	-	-	33%	*	*	40%	32%	27%	38%	*	-	-	-
	Male	70%	57%	50%	-	50%	-	-	-	-	-	47%	67%	29%	60%	27%	50%	-	*	*	-	-
	Female	69%	60%	59%	-	59%	-	-	-	-	-	55%	*	*	67%	38%	-	59%	-	-	-	-
Science	All Students	61%	47%	45%	-	45%	-	-	-	-	-	43%	55%	15%	54%	26%	41%	49%	*	*	-	-
	CWD	36%	23%	15%	-	15%	-	-	-	-	-	13%	*	15%	-	* 19%	*	-	-	-	-	
	CWOD	65%	52%	54%	-	54%	-	-	-	-	-	52%	71%	-	54%	33%	53%	55%	*	*	-	-
	EL	43%	15%	26%	-	26%	-	-	-	-	-	28%	*	*	33%	26%	18%	38%	*	-	-	-
	Male	63%	50%	41%	-	41%	-	-	-	-	-	41%	43%	19%	53%	18%	41%	-	*	*	-	-
	Female	59%	44%	49%	-	49%	-	-	-	-	-	45%	*	*	55%	38%	-	49%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	38%	28%	21%	-	20%	*	-	-	-	*	20%	40%	9%	22%	6%	13%	27%	60%	*	-	-
	CWD	23%	19%	9%	-	0%	*	-	-	-	-	0%	*	9%	-	0%	17%	0%	*	*	-	-
	CWOD	40%	29%	22%	-	23%	-	-	-	-	*	22%	*	-	22%	7%	13%	30%	*	*	-	-
	EL	24%	7%	6%	-	6%	-	-	-	-	*	6%	*	0%	7%	6%	6%	6%	-	-	-	-
	Male	36%	25%	13%	-	11%	-	-	-	-	*	11%	*	17%	13%	6%	13%	-	*	*	-	-

Texas Education Agency
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GARFIELD EL (233901102) - 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%	-	27%	*	-	-	-	-	26%	*	0%	30%	6%	-	27%	*	*	-	-
Mathematics	All Students	30%	20%	23%	-	23%	*	-	-	-	*	20%	80%	9%	25%	15%	21%	24%	20%	*	-	-
	CWD	21%	19%	9%	-	0%	*	-	-	-	-	0%	*	9%	-	0%	17%	0%	*	*	-	-
	CWOD	31%	21%	25%	-	25%	-	-	-	-	*	22%	*	-	25%	18%	22%	27%	*	*	-	-
	EL	20%	5%	15%	-	15%	-	-	-	-	*	10%	*	0%	18%	15%	12%	18%	-	-	-	-
	Male	33%	21%	21%	-	19%	-	-	-	-	*	17%	*	17%	22%	12%	21%	-	*	*	-	-
	Female	27%	19%	24%	-	25%	*	-	-	-	-	21%	*	0%	27%	18%	-	24%	*	*	-	-
Grade 4																						
Reading	All Students	36%	27%	19%	-	19%	-	-	-	-	-	16%	45%	22%	19%	14%	15%	24%	*	*	-	-
	CWD	20%	15%	22%	-	22%	-	-	-	-	-	25%	*	22%	-	*	29%	*	-	-	-	-
	CWOD	38%	30%	19%	-	19%	-	-	-	-	-	14%	50%	-	19%	15%	13%	25%	*	*	-	-
	EL	22%	9%	14%	-	14%	-	-	-	-	-	15%	*	*	15%	14%	7%	21%	-	-	-	-
	Male	34%	23%	15%	-	15%	-	-	-	-	-	15%	20%	29%	13%	7%	15%	-	-	*	-	-
	Female	38%	33%	24%	-	24%	-	-	-	-	-	17%	67%	*	25%	21%	-	24%	*	-	-	-
Mathematics	All Students	35%	21%	14%	-	15%	*	-	-	-	-	14%	18%	20%	14%	7%	17%	11%	*	*	-	-
	CWD	22%	14%	20%	-	22%	*	-	-	-	-	22%	*	20%	-	*	29%	*	-	-	-	-
	CWOD	37%	22%	14%	-	14%	-	-	-	-	-	13%	20%	-	14%	7%	15%	12%	*	*	-	-
	EL	23%	7%	7%	-	7%	-	-	-	-	-	8%	*	*	7%	7%	0%	14%	-	-	-	-
	Male	38%	21%	17%	-	17%	-	-	-	-	-	17%	20%	29%	15%	0%	17%	-	-	*	-	-
	Female	32%	20%	11%	-	12%	*	-	-	-	-	11%	17%	*	12%	14%	-	11%	*	-	-	-
Grade 5																						
Reading	All Students	45%	32%	33%	-	33%	-	-	-	-	-	31%	50%	11%	40%	5%	30%	38%	*	*	-	-
	CWD	22%	15%	11%	-	11%	-	-	-	-	-	7%	*	11%	-	*	14%	*	-	-	-	-
	CWOD	49%	36%	40%	-	40%	-	-	-	-	-	38%	57%	-	40%	7%	37%	42%	*	*	-	-
	EL	30%	4%	5%	-	5%	-	-	-	-	-	6%	*	*	7%	5%	0%	13%	*	-	-	-
	Male	42%	30%	30%	-	30%	-	-	-	-	-	26%	50%	14%	37%	0%	30%	-	*	*	-	-
	Female	49%	35%	38%	-	38%	-	-	-	-	-	36%	*	*	42%	13%	-	38%	-	-	-	-
Mathematics	All Students	43%	32%	41%	-	41%	-	-	-	-	-	38%	60%	22%	46%	26%	36%	46%	*	*	-	-
	CWD	24%	15%	22%	-	22%	-	-	-	-	-	20%	*	22%	-	*	29%	*	-	-	-	-
	CWOD	46%	35%	46%	-	46%	-	-	-	-	-	43%	71%	-	46%	33%	40%	52%	*	*	-	-
	EL	30%	13%	26%	-	26%	-	-	-	-	-	28%	*	*	33%	26%	27%	25%	*	-	-	-
	Male	45%	32%	36%	-	36%	-	-	-	-	-	34%	50%	29%	40%	27%	36%	-	*	*	-	-
	Female	42%	32%	46%	-	46%	-	-	-	-	-	42%	*	*	52%	25%	-	46%	-	-	-	-
Science	All Students	30%	17%	6%	-	6%	-	-	-	-	-	4%	18%	10%	5%	0%	7%	5%	*	*	-	-
	CWD	20%	14%	10%	-	10%	-	-	-	-	-	6%	*	10%	-	*	13%	*	-	-	-	-
	CWOD	32%	17%	5%	-	5%	-	-	-	-	-	4%	14%	-	5%	0%	3%	6%	*	*	-	-
	EL	14%	4%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	-	-	-
	Male	34%	22%	7%	-	7%	-	-	-	-	-	3%	29%	13%	3%	0%	7%	-	*	*	-	-
	Female	27%	11%	5%	-	5%	-	-	-	-	-	6%	*	*	6%	0%	-	5%	-	-	-	-

STAAR Percent at Masters Grade Level

Texas Education Agency
2021 Federal Report Card
GARFIELD EL (233901102) - 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%	8%	-	8%	*	-	-	-	*	7%	20%	0%	9%	3%	3%	12%	0%	*	-	-
	CWD	7%	3%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	*	-	-
	CWOD	21%	12%	9%	-	9%	-	-	-	-	*	8%	*	-	9%	4%	3%	14%	*	*	-	-
	EL	11%	2%	3%	-	3%	-	-	-	-	*	3%	*	0%	4%	3%	0%	6%	-	-	-	-
	Male	17%	10%	3%	-	3%	-	-	-	-	*	3%	*	0%	3%	0%	3%	-	*	*	-	-
	Female	20%	13%	12%	-	13%	*	-	-	-	-	11%	*	0%	14%	6%	-	12%	*	*	-	-
Mathematics	All Students	14%	7%	3%	-	4%	*	-	-	-	*	2%	20%	0%	4%	0%	3%	4%	0%	*	-	-
	CWD	7%	5%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	*	-	-
	CWOD	15%	7%	4%	-	4%	-	-	-	-	*	3%	*	-	4%	0%	3%	5%	*	*	-	-
	EL	8%	1%	0%	-	0%	-	-	-	-	*	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	16%	7%	3%	-	3%	-	-	-	-	*	3%	*	0%	3%	0%	3%	-	*	*	-	-
	Female	12%	7%	4%	-	4%	*	-	-	-	-	2%	*	0%	5%	0%	-	4%	*	*	-	-
Grade 4																						
Reading	All Students	17%	11%	8%	-	8%	-	-	-	-	-	6%	18%	0%	9%	7%	7%	10%	*	*	-	-
	CWD	6%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	19%	13%	9%	-	9%	-	-	-	-	-	7%	20%	-	9%	7%	8%	10%	*	*	-	-
	EL	8%	2%	7%	-	7%	-	-	-	-	-	8%	*	*	7%	7%	7%	7%	-	-	-	-
	Male	16%	9%	7%	-	7%	-	-	-	-	-	5%	20%	0%	8%	7%	7%	-	-	*	-	-
	Female	19%	12%	10%	-	10%	-	-	-	-	-	8%	17%	*	10%	7%	-	10%	*	-	-	-
Mathematics	All Students	21%	9%	4%	-	4%	*	-	-	-	-	5%	0%	0%	5%	0%	9%	0%	*	*	-	-
	CWD	9%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	23%	10%	5%	-	5%	-	-	-	-	-	6%	0%	-	5%	0%	10%	0%	*	*	-	-
	EL	11%	2%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	23%	8%	9%	-	9%	-	-	-	-	-	10%	0%	0%	10%	0%	9%	-	-	*	-	-
	Female	18%	9%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	-	0%	*	-	-	-
Grade 5																						
Reading	All Students	29%	18%	21%	-	21%	-	-	-	-	-	21%	20%	0%	27%	0%	20%	22%	*	*	-	-
	CWD	8%	5%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	33%	21%	27%	-	27%	-	-	-	-	-	27%	29%	-	27%	0%	30%	24%	*	*	-	-
	EL	15%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	-	-	-
	Male	27%	16%	20%	-	20%	-	-	-	-	-	18%	33%	0%	30%	0%	20%	-	*	*	-	-
	Female	32%	20%	22%	-	22%	-	-	-	-	-	24%	*	*	24%	0%	-	22%	-	-	-	-
Mathematics	All Students	24%	15%	15%	-	15%	-	-	-	-	-	17%	0%	6%	17%	5%	16%	14%	*	*	-	-
	CWD	9%	5%	6%	-	6%	-	-	-	-	-	7%	*	6%	-	*	7%	*	-	-	-	-
	CWOD	26%	17%	17%	-	17%	-	-	-	-	-	20%	0%	-	17%	7%	20%	15%	*	*	-	-
	EL	14%	5%	5%	-	5%	-	-	-	-	-	6%	*	*	7%	5%	9%	0%	*	-	-	-
	Male	25%	16%	16%	-	16%	-	-	-	-	-	18%	0%	7%	20%	9%	16%	-	*	*	-	-
	Female	23%	14%	14%	-	14%	-	-	-	-	-	15%	*	*	15%	0%	-	14%	-	-	-	-

Texas Education Agency
2021 Federal Report Card
GARFIELD EL (233901102) - 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%	1%	-	1%	-	-	-	-	-	1%	0%	0%	2%	0%	0%	3%	*	*	-	-
	CWD	6%	2%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	13%	7%	2%	-	2%	-	-	-	-	-	2%	0%	-	2%	0%	0%	3%	*	*	-	-
	EL	4%	3%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	-	-	-
	Male	14%	9%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*	*	-	-
	Female	10%	4%	3%	-	3%	-	-	-	-	-	3%	*	*	3%	0%	-	3%	-	-	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades																						
All Subjects	All Students	67%	58%	49%	-	49%	*	-	-	-	*	47%	65%	25%	54%	29%	46%	53%	61%	22%	-	-
	CWD	38%	28%	25%	-	22%	*	-	-	-	-	22%	43%	25%	-	4%	30%	11%	*	*	-	-
	CWOD	71%	63%	54%	-	54%	-	-	-	-	*	52%	71%	-	54%	34%	50%	57%	69%	29%	-	-
	EL	47%	26%	29%	-	30%	-	-	-	-	*	29%	38%	4%	34%	29%	25%	34%	*	-	-	-
	Male	65%	55%	46%	-	46%	-	-	-	-	*	45%	54%	30%	50%	25%	46%	-	40%	14%	-	-
	Female	69%	61%	53%	-	52%	*	-	-	-	-	50%	79%	11%	57%	34%	-	53%	88%	*	-	-
Reading	All Students	68%	61%	53%	-	53%	*	-	-	-	*	52%	62%	24%	58%	30%	47%	59%	75%	*	-	-
	CWD	35%	28%	24%	-	19%	*	-	-	-	-	21%	40%	24%	-	0%	30%	9%	*	*	-	-
	CWOD	72%	67%	58%	-	59%	-	-	-	-	*	57%	67%	-	58%	34%	51%	64%	86%	*	-	-
	EL	46%	24%	30%	-	30%	-	-	-	-	*	29%	33%	0%	34%	30%	21%	38%	*	-	-	-
	Male	63%	55%	47%	-	47%	-	-	-	-	*	47%	43%	30%	51%	21%	47%	-	*	*	-	-
	Female	72%	67%	59%	-	59%	*	-	-	-	-	57%	83%	9%	64%	38%	-	59%	*	*	-	-
Mathematics	All Students	65%	53%	47%	-	46%	*	-	-	-	*	44%	73%	31%	49%	30%	46%	47%	50%	*	-	-
	CWD	39%	28%	31%	-	28%	*	-	-	-	-	26%	60%	31%	-	9%	37%	17%	*	*	-	-
	CWOD	68%	57%	49%	-	50%	-	-	-	-	*	46%	76%	-	49%	33%	49%	50%	57%	*	-	-
	EL	49%	28%	30%	-	30%	-	-	-	-	*	28%	50%	9%	33%	30%	31%	28%	*	-	-	-
	Male	65%	52%	46%	-	46%	-	-	-	-	*	43%	71%	37%	49%	31%	46%	-	*	*	-	-
	Female	65%	54%	47%	-	47%	*	-	-	-	-	44%	75%	17%	50%	28%	-	47%	*	*	-	-
Science	All Students	70%	60%	45%	-	45%	-	-	-	-	-	43%	55%	15%	54%	26%	41%	49%	*	*	-	-
	CWD	42%	27%	15%	-	15%	-	-	-	-	-	13%	*	15%	-	*	19%	*	-	-	-	-
	CWOD	74%	65%	54%	-	54%	-	-	-	-	-	52%	71%	-	54%	33%	53%	55%	*	*	-	-
	EL	47%	25%	26%	-	26%	-	-	-	-	-	28%	*	*	33%	26%	18%	38%	*	-	-	-
	Male	70%	59%	41%	-	41%	-	-	-	-	-	41%	43%	19%	53%	18%	41%	-	*	*	-	-
	Female	71%	60%	49%	-	49%	-	-	-	-	-	45%	*	*	55%	38%	-	49%	-	-	-	-

STAAR Percent at Meets Grade Level or Above

All Grades																						
All Subjects	All Students	41%	30%	22%	-	22%	*	-	-	-	*	20%	41%	14%	24%	10%	20%	25%	28%	0%	-	-
	CWD	21%	13%	14%	-	13%	*	-	-	-	-	11%	36%	14%	-	0%	20%	0%	*	*	-	-
	CWOD	44%	33%	24%	-	24%	-	-	-	-	*	22%	43%	-	24%	12%	20%	27%	31%	0%	-	-
	EL	20%	8%	10%	-	11%	-	-	-	-	*	10%	15%	0%	12%	10%	7%	14%	*	-	-	-
	Male	40%	28%	20%	-	19%	-	-	-	-	*	18%	37%	20%	20%	7%	20%	-	10%	0%	-	-
	Female	42%	33%	25%	-	25%	*	-	-	-	-	22%	46%	0%	27%	14%	-	25%	50%	*	-	-

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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%	24%	-	24%	*	-	-	-	*	22%	46%	13%	26%	9%	20%	29%	38%	*	-	-
	CWD	20%	13%	13%	-	11%	*	-	-	-	-	9%	40%	13%	-	0%	19%	0%	*	*	-	-
	CWOD	47%	39%	26%	-	26%	-	-	-	-	*	24%	48%	-	26%	10%	20%	32%	43%	*	-	-
	EL	20%	7%	9%	-	9%	-	-	-	-	*	9%	0%	0%	10%	9%	5%	13%	*	-	-	-
	Male	40%	30%	20%	-	19%	-	-	-	-	*	18%	36%	19%	20%	5%	20%	-	*	*	-	-
	Female	48%	41%	29%	-	29%	*	-	-	-	-	26%	58%	0%	32%	13%	-	29%	*	*	-	-
Mathematics	All Students	37%	25%	26%	-	26%	*	-	-	-	*	23%	46%	18%	27%	15%	25%	26%	25%	*	-	-
	CWD	21%	12%	18%	-	17%	*	-	-	-	-	15%	40%	18%	-	0%	26%	0%	*	*	-	-
	CWOD	39%	27%	27%	-	27%	-	-	-	-	*	25%	48%	-	27%	17%	25%	29%	29%	*	-	-
	EL	20%	8%	15%	-	15%	-	-	-	-	*	13%	33%	0%	17%	15%	12%	18%	*	-	-	-
	Male	37%	24%	25%	-	25%	-	-	-	-	*	23%	43%	26%	25%	12%	25%	-	*	*	-	-
	Female	36%	25%	26%	-	27%	*	-	-	-	-	24%	50%	0%	29%	18%	-	26%	*	*	-	-
Science	All Students	43%	30%	6%	-	6%	-	-	-	-	-	4%	18%	10%	5%	0%	7%	5%	*	*	-	-
	CWD	22%	14%	10%	-	10%	-	-	-	-	-	6%	*	10%	-	*	13%	*	-	-	-	-
	CWOD	46%	32%	5%	-	5%	-	-	-	-	-	4%	14%	-	5%	0%	3%	6%	*	*	-	-
	EL	17%	7%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	-	-	-
	Male	44%	31%	7%	-	7%	-	-	-	-	-	3%	29%	13%	3%	0%	7%	-	*	*	-	-
	Female	42%	28%	5%	-	5%	-	-	-	-	-	6%	*	*	6%	0%	-	5%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	10%	9%	-	9%	*	-	-	-	*	8%	10%	1%	10%	2%	8%	9%	0%	0%	-	-
	CWD	7%	4%	1%	-	1%	*	-	-	-	-	1%	0%	1%	-	0%	1%	0%	*	*	-	-
	CWOD	19%	11%	10%	-	10%	-	-	-	-	*	10%	12%	-	10%	3%	10%	10%	0%	0%	-	-
	EL	7%	2%	2%	-	2%	-	-	-	-	*	2%	0%	0%	3%	2%	2%	2%	*	-	-	-
	Male	17%	9%	8%	-	8%	-	-	-	-	*	8%	9%	1%	10%	2%	8%	-	0%	0%	-	-
	Female	19%	11%	9%	-	9%	*	-	-	-	-	9%	11%	0%	10%	2%	-	9%	0%	*	-	-
Reading	All Students	18%	11%	12%	-	12%	*	-	-	-	*	11%	19%	0%	14%	4%	10%	14%	0%	*	-	-
	CWD	6%	3%	0%	-	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*	*	-	-
	CWOD	20%	12%	14%	-	14%	-	-	-	-	*	13%	24%	-	14%	4%	13%	15%	0%	*	-	-
	EL	7%	1%	4%	-	4%	-	-	-	-	*	4%	0%	0%	4%	4%	2%	5%	*	-	-	-
	Male	16%	9%	10%	-	10%	-	-	-	-	*	9%	21%	0%	13%	2%	10%	-	*	*	-	-
	Female	21%	13%	14%	-	14%	*	-	-	-	-	14%	17%	0%	15%	5%	-	14%	*	*	-	-
Mathematics	All Students	17%	9%	7%	-	7%	*	-	-	-	*	8%	4%	3%	8%	1%	9%	5%	0%	*	-	-
	CWD	8%	4%	3%	-	3%	*	-	-	-	-	3%	0%	3%	-	0%	4%	0%	*	*	-	-
	CWOD	18%	10%	8%	-	8%	-	-	-	-	*	9%	5%	-	8%	1%	11%	6%	0%	*	-	-
	EL	8%	3%	1%	-	1%	-	-	-	-	*	1%	0%	0%	1%	1%	2%	0%	*	-	-	-
	Male	18%	9%	9%	-	10%	-	-	-	-	*	11%	0%	4%	11%	2%	9%	-	*	*	-	-
	Female	16%	9%	5%	-	5%	*	-	-	-	-	5%	8%	0%	6%	0%	-	5%	*	*	-	-

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
Science	All Students	19%	10%	1%	-	1%	-	-	-	-	-	1%	0%	0%	2%	0%	0%	3%	*	*	-	-
	CWD	8%	4%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	20%	11%	2%	-	2%	-	-	-	-	-	2%	0%	-	2%	0%	0%	3%	*	*	-	-
	EL	4%	3%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	-	-	-
	Male	20%	10%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*	*	-	-
	Female	18%	10%	3%	-	3%	-	-	-	-	-	3%	*	*	3%	0%	-	3%	-	-	-	-

- 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	27	-	27	*	-	-	-	*	25	13	14
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	93%	-	93%	*	-	-	-	*	94%	89%	90%	94%	98%	93%	93%	82%
	CWD	90%	-	90%	*	-	-	-	-	88%	100%	90%	-	93%	88%	96%	*
	CWOD	94%	-	94%	-	-	-	-	*	95%	86%	-	94%	99%	94%	93%	80%
	EL	98%	-	98%	-	-	-	-	*	98%	100%	93%	99%	98%	98%	99%	*
	Male	93%	-	93%	-	-	-	-	*	93%	92%	88%	94%	98%	93%	-	83%
	Female	93%	-	94%	*	-	-	-	-	94%	85%	96%	93%	99%	-	93%	80%

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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	94%	-	94%	*	-	-	-	*	94%	90%	91%	94%	100%	94%	93%	80%
	CWD	91%	-	93%	*	-	-	-	-	89%	100%	91%	-	100%	90%	92%	*
	CWOD	94%	-	94%	-	-	-	-	*	95%	88%	-	94%	100%	95%	94%	78%
	EL	100%	-	100%	-	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	Male	94%	-	94%	-	-	-	-	*	94%	93%	90%	95%	100%	94%	-	80%
	Female	93%	-	94%	*	-	-	-	-	94%	86%	92%	94%	100%	-	93%	80%
Mathematics	All Students	94%	-	94%	*	-	-	-	*	94%	90%	91%	94%	98%	93%	94%	80%
	CWD	91%	-	90%	*	-	-	-	-	89%	100%	91%	-	92%	87%	100%	*
	CWOD	94%	-	94%	-	-	-	-	*	95%	88%	-	94%	99%	95%	94%	78%
	EL	98%	-	98%	-	-	-	-	*	97%	100%	92%	99%	98%	98%	98%	*
	Male	93%	-	93%	-	-	-	-	*	93%	93%	87%	95%	98%	93%	-	80%
	Female	94%	-	94%	*	-	-	-	-	95%	86%	100%	94%	98%	-	94%	80%
Science	All Students	88%	-	88%	-	-	-	-	-	89%	85%	87%	89%	95%	87%	90%	*
	CWD	87%	-	87%	-	-	-	-	-	84%	*	87%	-	80%	84%	*	-
	CWOD	89%	-	89%	-	-	-	-	-	90%	78%	-	89%	100%	88%	89%	*
	EL	95%	-	95%	-	-	-	-	-	95%	*	80%	100%	95%	92%	100%	*
	Male	87%	-	87%	-	-	-	-	-	87%	88%	84%	88%	92%	87%	-	*
	Female	90%	-	90%	-	-	-	-	-	92%	80%	*	89%	100%	-	90%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	7%	-	7%	*	-	-	-	*	6%	11%	10%	6%	2%	7%	7%	18%
	CWD	10%	-	10%	*	-	-	-	-	12%	0%	10%	-	7%	12%	4%	*
	CWOD	6%	-	6%	-	-	-	-	*	5%	14%	-	6%	1%	6%	7%	20%
	EL	2%	-	2%	-	-	-	-	*	2%	0%	7%	1%	2%	2%	1%	*
	Male	7%	-	7%	-	-	-	-	*	7%	8%	12%	6%	2%	7%	-	17%
	Female	7%	-	6%	*	-	-	-	-	6%	15%	4%	7%	1%	-	7%	20%
Reading	All Students	6%	-	6%	*	-	-	-	*	6%	10%	9%	6%	0%	6%	7%	20%
	CWD	9%	-	7%	*	-	-	-	-	11%	0%	9%	-	0%	10%	8%	*
	CWOD	6%	-	6%	-	-	-	-	*	5%	12%	-	6%	0%	5%	6%	22%
	EL	0%	-	0%	-	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	*
	Male	6%	-	6%	-	-	-	-	*	6%	7%	10%	5%	0%	6%	-	20%
	Female	7%	-	6%	*	-	-	-	-	6%	14%	8%	6%	0%	-	7%	20%

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	All Students	6%	-	6%	*	-	-	-	*	6%	10%	9%	6%	2%	7%	6%	20%
	CWD	9%	-	10%	*	-	-	-	-	11%	0%	9%	-	8%	13%	0%	*
	CWOD	6%	-	6%	-	-	-	-	*	5%	12%	-	6%	1%	5%	6%	22%
	EL	2%	-	2%	-	-	-	-	*	3%	0%	8%	1%	2%	2%	2%	*
	Male	7%	-	7%	-	-	-	-	*	7%	7%	13%	5%	2%	7%	-	20%
	Female	6%	-	6%	*	-	-	-	-	5%	14%	0%	6%	2%	-	6%	20%
Science	All Students	12%	-	12%	-	-	-	-	-	11%	15%	13%	11%	5%	13%	10%	*
	CWD	13%	-	13%	-	-	-	-	-	16%	*	13%	-	20%	16%	*	-
	CWOD	11%	-	11%	-	-	-	-	-	10%	22%	-	11%	0%	12%	11%	*
	EL	5%	-	5%	-	-	-	-	-	5%	*	20%	0%	5%	8%	0%	*
	Male	13%	-	13%	-	-	-	-	-	13%	12%	16%	12%	8%	13%	-	*
	Female	10%	-	10%	-	-	-	-	-	8%	20%	*	11%	0%	-	10%	-
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	19	0	16	2	0	0	0	1	7		
	Female	7	0	7	0	0	0	0	0	3		
	Total	26	0	23	2	0	0	0	1	10		
Out-of-School Suspensions												
	Male	13	0	13	0	0	0	0	0	4		
	Female	4	0	4	0	0	0	0	0	2		
	Total	17	0	17	0	0	0	0	0	6		
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	12	0	12	0	0	0	0	0	2		7
	Female	0	0	0	0	0	0	0	0	0		0
	Total	12	0	12	0	0	0	0	0	2		7
Out-of-School Suspensions												
	Male	6	0	6	0	0	0	0	0	1		4
	Female	1	0	1	0	0	0	0	0	0		1
	Total	7	0	7	0	0	0	0	0	1		5
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	39	-8	39	-8	-8	-8	-8	-8	19	7	-8
	Female	41	-8	39	2	-8	-8	-8	-8	16	3	-8
	Total	80	-8	78	2	-8	-8	-8	-8	35	10	-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	15
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	1

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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	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
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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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.1	11.3%
Teachers Teaching with Emergency or Provisional Credentials	1.7	5.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.3	6.7%

- 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%	*	1%
Mathematics	4,961	1%	9	1%	*	1%
Grade 4						
Reading	5,046	1%	10	1%	*	2%
Mathematics	5,040	1%	10	1%	*	2%
Grade 5						
Reading	5,133	1%	10	1%	*	2%
Mathematics	5,138	1%	10	1%	*	2%
Science	5,130	1%	10	1%	*	2%
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%	-	-

	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%	-	-
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%	12	2%
Reading	37,771	1%	67	1%	5	2%
Mathematics	33,664	1%	59	1%	5	2%
Science	14,046	1%	27	1%	*	2%

- 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

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	6.0%	*	6.0%	10.0%	-	-	-	*	5.2%	9.0%	6.3%

- Indicates there are no students in the group.

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

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Accountability Rating

Not Rated: Declared State of Disaster

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

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Total Students: 544
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 GARFIELD 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)	98.9%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.2%	0.7%	12.7%
Hispanic	97.8%	93.6%	52.9%
White	1.5%	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	0.5%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	88.2%	71.3%	60.3%
Special Education	15.4%	13.0%	11.1%
Emergent Bilingual/EL	38.6%	17.3%	20.7%
Mobility Rate (2019-20)	10.9%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	16.4%	19.1%	17.7%
Grade 1	19.6%	19.9%	18.0%
Grade 2	17.5%	19.3%	18.0%
Grade 3	19.8%	18.3%	18.2%
Grade 4	19.3%	19.3%	18.3%
Grade 5	14.5%	20.3%	19.8%

School Financial Information (2019-20)

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

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

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$9,300	\$10,349	\$10,406
Instruction	\$5,888	\$5,401	\$5,929
Instructional Leadership	\$111	\$205	\$173
School Leadership	\$625	\$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%	50%	-	50%	*	-	-	-	*	48%
	2019	78%	72%	68%	*	68%	80%	-	-	-	*	66%
ELA/Reading	2021	68%	62%	54%	-	54%	*	-	-	-	*	53%
	2019	75%	69%	67%	*	67%	*	-	-	-	*	65%
Mathematics	2021	66%	54%	48%	-	48%	*	-	-	-	*	45%
	2019	82%	77%	72%	*	73%	*	-	-	-	*	71%
Writing	2021	58%	51%	45%	-	44%	*	-	-	-	-	43%
	2019	68%	58%	54%	-	54%	-	-	-	-	*	52%
Science	2021	71%	60%	47%	-	47%	-	-	-	-	-	46%
	2019	81%	75%	69%	*	69%	*	-	-	-	-	68%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	22%	-	22%	*	-	-	-	*	20%
	2019	50%	40%	35%	*	36%	20%	-	-	-	*	32%
ELA/Reading	2021	45%	36%	25%	-	25%	*	-	-	-	*	23%
	2019	48%	38%	34%	*	34%	*	-	-	-	*	30%
Mathematics	2021	37%	25%	26%	-	27%	*	-	-	-	*	24%
	2019	52%	43%	39%	*	39%	*	-	-	-	*	36%
Writing	2021	30%	21%	16%	-	15%	*	-	-	-	-	15%
	2019	38%	28%	21%	-	22%	-	-	-	-	*	17%
Science	2021	44%	30%	6%	-	6%	-	-	-	-	-	4%
	2019	54%	43%	43%	*	44%	*	-	-	-	-	40%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	8%	-	8%	*	-	-	-	*	8%
	2019	24%	17%	17%	*	17%	0%	-	-	-	*	14%
ELA/Reading	2021	18%	11%	13%	-	13%	*	-	-	-	*	12%
	2019	21%	13%	19%	*	19%	*	-	-	-	*	15%
Mathematics	2021	18%	9%	8%	-	8%	*	-	-	-	*	8%
	2019	26%	20%	18%	*	19%	*	-	-	-	*	16%
Writing	2021	9%	4%	1%	-	1%	*	-	-	-	-	0%
	2019	14%	8%	5%	-	5%	-	-	-	-	*	1%
Science	2021	20%	10%	1%	-	1%	-	-	-	-	-	1%
	2019	25%	16%	19%	*	20%	*	-	-	-	-	15%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	93%	-	93%	80%	-	-	-	*	94%
	2019	99%	99%	100%	*	100%	100%	-	-	-	*	100%
ELA/Reading	2021	89%	94%	94%	-	94%	*	-	-	-	*	94%
	2019	99%	99%	100%	*	100%	*	-	-	-	*	100%
Mathematics	2021	88%	93%	94%	-	94%	*	-	-	-	*	94%
	2019	100%	100%	100%	*	100%	*	-	-	-	*	100%

- Indicates there are no students in the group.
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 n/a Indicates data reporting is not applicable for this group.