CARRIZO SPRINGS EL (064903102) - CARRIZO SPRINGS CISD - DIMMIT COUNTY 2021 Federal Report Card Texas Education Agency

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;

(dd) the methodology by which the State identifies a school for comprehensive support and improvement; (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and (bb) the methodology by which the State differentiates all such schools;

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

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)(l)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement

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

Part (ii): Student Achievement by Proficiency Level

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) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020-21 school year. These This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR)

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Indicates there are no students in the group.

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,

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

EΑ

English learner) regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL:

USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(l) (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)

26	Total EL in Class
2	Proficiency of
8%	FEL Rate of Proficiency

- Indicates there are no students in the group.
- Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates data reporting does not meet for Minimum Size

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)

	A	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Students American Hispanic White Indian Asian Islander Races Disadv CWD EL	Disadv	CWD	E
Student Success (Student Achievement Domain Score: STAAR Component Only)	nt Achiever	nent Domai	n Score: S	TAAR (Componen	t Only)					
STAAR Component Score 23	23	٠	22 50	50			,		23	23 17 23	23
School Quality (College, Career, and Military Readiness Performance)	Career, and	Military R	eadiness F	erform	ance)						
%Students meeting CCMR	,			i.		,					٠

- 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)

		SAT/ACT All Subjects						Science						Mathematics						Reading						All Subjects	Participation Rate	
CWOD	CWD	ects All Students	Female	Male	E	CWOD	CWD	All Students	Female	Male	틴	CWOD	CWD	All Students	Female	Male	臣	CWOD	CWD	All Students	Female	Male	틴	CWOD	CWD	All Students	6	
	•	,		1		•	•	•	78%	83%	100%	81%	78%	81%	79%	81%	100%	80%	78%	80%	79%	82%	100%	81%	78%	80%		Campus
	·				1:	,	10	,	,	٠	,								,									African Campus American Hispanic White
									78%	83%	100%	81%	78%	81%	80%	80%	100%	80%	78%	80%	79%	81%	100%	81%	78%	80%		Hispan
			•		•	1	•	-	%	%	%	%	%	%	%	%	%	%	%	%	% 67%	%	%	% 75%	%	% 75%		ic Whit
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ė												'		'	'	60	•	•	1	•		•		0	•			
	3				i i				5			97		· ·		•			100	9	*	•			-'			Pacific Asian Islander
,		,				,		,										**		7	83	£8						Two or More Races
		į.		14					77%	85%	100%	82%	78%	81%	79%	84%	100%	82%	. 78%	81%	78%	84%	. 100%	- 82%	- 78%	- 81%		Econ Disady
		16:		8	36	•			83%	75%	•	6 79%	6.	6 79%	6 83%	69%	•	6 75%	0.	6 75%	6 83%	6 72%	6	6 77%	•	% 77%		_
					5		1		*	71%			78%	78%		71%	*	,	. 78%	78%		71%		,	- 78%	78%		CWD
,	4	•			ν.	,			77%	84%	100%	81%		81%	79%	82%	100%	80%	,	80%	78%	83%	100%	81%		81%		Non Econ Disady CWD CWOD
				,	r	,		,	*	100%	100% 100%	100%		81% 100%	*	100%	100% 100%	100%	4	100%	78% 100%	100%	100%	100%		100%		E
ï	i,			,			,	ř		83%	100%	84%	71%	83%		81%	100%	82%	71%	81%	,	82%	100%	83%	71%	82%		Male
,		6	,				,		78%	,	*	77%	*	78%	79%	,		79%		79%	79%		100%	78%		79%		Female
,						,			100%	100%		100%		100%	100%	100%		100%	,	100%	100%	100%		100%		100%		Male Female Migrant

					SAT/ACT All Subjects						Science						Mathematics						Reading						All Subjects	Non-Participation Rate				
Female	Male	E	CWOD	CWD	jects All Students	Female	Male	띧	CWOD	CWD	All Students	Female	Male	E	CWOD	CWD	All Students	Female	Male	巨	CWOD	CWD	All Students	Female	Male	EL	CWOD	CWD	All Students	n Rate	Female	Male	E	0
,		•	,	•	•	•		•	ı		,	22%	17%	0%	19%	22%	19%	21%	19%	0%	20%	22%	20%	21%	18%	0%	19%	22%	20%				•	African Campus American Hispanic White
	1	,	,	•	,	1		1			ı	1	*		*			•	Þ	ı				,	*	•						1	,	African merican I
		,	,		,		,	,		,		22%	17%	0%	19%	22%	19%	20%	20%	0%	20%	22%	20%	21%	19%	0%	19%	22%	20%					Hispanic
			,				1	•	,	•		*			*	ı			*			ı	*	33%	*	,	25%		25%					White
																																		American Indian
	'	•	,	'	•	•	'	•	'	'	'	'	'	•	'	'	1	'	'	'	ı	•	•	'	•	•	•	1	'		'	'	'	
	'	'	'	1	'	1	1	•	1	•	1	٠	'	*	*	•	•	*	•	*			*	•			*		*		'	,	•	Pacific Asian Islander
•	,	•	1			,	'	'		'	,	,	ŀ	•	,	'	'	•	,	•	'	,	•	•	,	•	•	•	,			Ċ		More
•	•	,	•	•	1	1	'	'	•	•	1		1		1	2	- 10	. 2	- 16	,	-	- 2:	10	22	16	-	. 18	2	- 10		¹		'	Econ s Disadv
•	•	•	•	•	4	•	,	ı	1	١	•	23%	15%	0%	18%	22%	19%	21%	16%	0%	18%	22%	19%	22%	16%	0%	18%	22%				•	١	
	,	•	٠	,	,					,	•	17%		28	21%		21% 2	17%	31% 2	*	25%	- 2	25% 2	17%	28% 2	*	23%	ı	23% 2		1	,	,	Econ Disady Cl
ı	,	,	1	1	,	,	•	•	ı		•	*	29%	*	•	22%				٠	1	22%	22%	*	29%	*	,	22%			1	,	•	CWD CWOD
•	4	ı			ı	•	B	,	•		ŀ	23%	16%	0%	19%		19%	21%	18%	0%	20%		20%	22%	17%	0%	19%	•	19%			,	,	
•			,				•	•		,	,	*				*	0%	*	0%	0%	0%	*	0%	0%	0%	0%	0%		0%		,	,	•	EL N
,		,	•	•		,	,	,	,	•	,	,	17%	0%	16%	29%	17%		19%	0%	18%	29%	19%	ı	18%	0%	17%	29%	18%		,	•	,	Male F
						,		,			,	22%		•	23%	*	22%	21%		×	21%		21%	21%	ı	0%	22%		21%				,	emale
		,								,	,	0%	0%		0%		0%	0%	0%	*	0%		0%	0%	0%		0%	,	0%		Ι,			Female Migrant

Indicates there are no students in the group.

Part (viii): Civil Rights Data

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

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 African students American		Hispanic White	White	Alaska Native	Asian	Pacific Asian Islander	More Races	m	with Disabilities	Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	9	0	7	N	0	0	0	0	0		
	Female	_	0	→	0	0	0	0	0	0		
	Total	10	0	00	2	0	0	0	0	0		
Out-of-School Suspensions												
	Male	2	0	2	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	0	2	0	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	nt											
	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	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		4
	1											

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		Total students	African American	Hispanic White	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	阳		Students with with Disabilities (Section 504)
	Male		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
Expulsions												
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		
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	ť											
	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	68	å	66	2	ф	å	ф.	6	On	9	6.
	Female	66	å	64	_	ţ.	å	ь.	I 	ω	ω	. 60
	Total	134	ço	130	ω	ģ.	<u>ه</u>	Ь	_	00	12	do

	Incidents of physical attack of right without a weapon
0	
C	Incidents of physical attack or fight with a firearm or explosive device
	Incidents of physical attack or fight with a weapon
) C	Incidents of robbery without a weapon
) C	Incidents of robbery with a firearm or explosive device
) C	Incidents of robbery with a weapon
) C	Incidents of sexual assault (other than rape)
· ·	Incidents of rape or attempted rape
	Incidents of Violence
Total	

	Total
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

						Indian or			Two or		Students
		Total students	African American Hispanic White	Hispanic	White	Alaska Native	Asian	Pacific Islander	More Races	ᄪ	with EL Disabilities
Preschool Programs											
	Male	48	0	46	2	0	0	0	0	Ŋ	11
	Female	46	0	44	_	0	0	_	0	_	o.
	Total	94	0	90	ω	0	0	_	0	ω	17
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	ဖွ	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-6	6	-9
	Total	-9	-9	-9	6	-9	9	-9	6	6	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	9	و۔
	Female	.9	-9	-9	-9	-9	6.	-9	-9	6	9
	Total	-9	-9	-9	-60	-9	-69	-9	-9	-9	6
Dual Enrollment/Dual Credit Programs Male	Male	-9	-9	-9	-60	-9	6-	-9	6	6	.9
	Female	-9	-9	-9	-60	-9	-6	-9	6	မ်	6
	Total)	>	0	0	0	>	

- Indicates there are no data available in the group.
- ස ය Indicates skip logic failure.
- Indicates EDFacts missing data.
- indicates not applicable / skipped.

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.

8.5%	4.0	Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed
6.4%	3.0	Teachers Teaching with Emergency or Provisional Credentials
8.0 16.0%	8.0	Inexperienced Teachers, Principals, and Other School Leaders
Percent	Number Percent	
hool	All School	

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	State	District	District	Campus	
	Number of ALT2	Rate of ALT2	ALT2	Rate of ALT2	Rate of ALT2 Number of ALT2	Rate of ALT2
Grade 3						
Reading	4,966	1%	*	1%	*	1%
Mathematics	4,961	1%	*	1%		1%
Grade 4						
Reading	5,046	1%	*	3%		
Mathematics	5,040	1%		3%	,	
Grade 5						
Reading	5,133	1%	5	4%		
Mathematics	5,138	1%	Ο 1	4%	1	1
Science	5,130	1%	5	4%	,	
Grade 6						
Reading	4,925	1%		1%		
Mathematics	4,923	1%		1%	,	
Grade 7						
Reading	4,586	1%	*	3%		ı

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	State State District District Campus Campus Number of ALT2 Rate of ALT2 Rate of ALT2 Number of ALT2 Rate of ALT2	Campus Rate of ALT2
Mathematics	4,581	1%		3%	ŀ	4
Grade 8						
Reading	4,513	1%		1%		
Mathematics	4,507	1%	*	1%	81	•
Science	4,492	1%		1%	•	
End of Course						
English i	4,504	1%		1%	,	,
English II	4,092	1%	•		6	15
Algebra I	4,514	1%	٨	1%		•
Biology	4,424	1%	,			,
All Grades						
All Subjects	85,481	1%	42	1%		1%
Reading	37,771	1%	18	1%	*	1%
Mathematics	33,664	1%	18	2%	*	1%
Science	14,046	1%	6	1%	1	ı

- 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.

												Grade 4	Grade		
	Mathematics Overall											Grade 4 Reading	Subject		
Black	Overall	English Language Learners	Students with Disabilities	Econ Disadv	Two or More Races	Pacific Islander	Asian	American Indian	White	Hispanic	Black	Overall	Student Group		State Level: 2019 Percentages at NAEP Achievement Levels
24	16	61	79	50	26		=======================================	*	22	48	52	39	χ̈	% Below	019 Perce
35	19	65	73	47	28	42	18	50	23	45	52	32	SU	/ Basic	ntages
76	84	39	21	50	74		89		78	52	48	61	×	% At or Abo	at NAEP Aci
65	81	35	27	53	72	58	82	50	77	55	48	66	SU	ve Basic	nievement
32	44	12	œ	19	38	*	65	•	48	21	16	30	אַ	% Below Basic % At or Above Basic % At or Above Proficient % At Advanced	Levels
20	41	10	10	21	40	25	57	19	45	23		35	SU	Proficient "	
ω	မှ	2		ω	တ		25		12	ω	2	7	×	% At Ad	
2	9	_	2	ω	<u></u>	4	22	ω	12	4	ω	9	SU	vanced	

State Level: 2019 Percentages at NAEP Achievement Levels

																						Grade 8 Reading										Grade		
											Mathematics Overall											Reading										Subject		
English Language Learners		Students with Disabilities	Econ Disadv	Two or More Races	Pacific Islander	Asian	American Indian	White	Hispanic	Black	Overall	English Language Learners	Students with Disabilities	Econ Disadv	Two or More Races	Pacific Islander	Asian	American Indian	White	Hispanic	Black	Overall	English Language Learners	Students with Disabilities	Econ Disadv	Two or More Races	Pacific Islander	Asian	American Indian	White	Hispanic	Student Group	9	State Level: 2019 Percentages at NAEP Achievement Levels
9	3	73	41	25	*	10	*	20	37	48	32	66	81	43	26		00	x+	20	38	53	33	24	55	21	9	٠	4		œ	19	X	% Below Basic	9 Perce
11	73	73	46	27	45	12	49	20	43	53	31	72	68	40	24	37	13	41	18	37	46	27	41	72	29	16	36	7	33	1	27	SU	Basic %	ntages a
4	40	27	59	75	*	90	*	80	63	52	68	34	19	57	74	*	92	*	80	62	47	67	76	45	79	91	*	96		92	81	×	% At or Abo	NAEP AC
03	300	27	52	73	55	80	51	80	57	47	69	28	32	60	76	63	87	59	82	63	54	73	59	46	71	84	2	93	67	89	73	Sn	ve Basic %	Hevement L
(00	თ	19	41	*	71	٠	44	21	16	30	4	ယ	15	25	*	59	×	35	19	41	25	29	13	32	51		82		59	ဌာ	×	% At or Above Basic % At or Above Proficient % At Advanced	evels
	ת	0	18	38	21	64	15	44	20	14	34	4	7	20	37	25	57	19	42	22	15	34	16	14	26	44	28	69	24	52	28	S	Proficient '	
	<u> </u>	_	N	1	*	36		13	ယ	2	7	n/a	n/a	n/a		*	1	*	ω	_	n/a	N	N	_	ယ	9	•	45	•	16	4	×	% At Adv	
		N	ω	12	4	ష	ω	1	4	N	10	n/a	n/a	_	ري د	2	ü	_	رب س	2	_	4	_	2	ω	10	o	28	4	12	ω	S	vanced	

Indicates reporting standards not met.

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

77%	Students with Disabilities	Reading	Grade 4
Rate	Student Group	Subject	Grade
English Learners	State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learner.	019 NAEP Participation	State Level: 2

Grade	Subject	Student Group	Rate
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

Part (xiii): Post-Secondary Enrollment

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education 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)

0	
hronic Absenteeism Rate	
10.4%	All Students
0.0%	African American Hispanic White
10.5%	Hispanic
7.4%	White
,	American Indian
	Asian
	Pacific Asian Islander
*	Two or : More I
12.0% 1	Econ
0.8%	CWD
13.3%	핃

- Indicates there are no students in the group.
- Indicates results are masked due to small numbers to protect student confidentiality.

TEA | Governance and Accountability | Performance Reporting