2017-18 Annual Report Public Hearing

Cameron ISD

January 14, 2019

2017-18 Annual Report

6 Sections to the Annual Report

1. 2017-18 Texas Academic Performance Report (TAPR)
   - ❑ For the District and each Campus in the District

2. PEIMS Financial Standard Report (2016-17 Financial Actual Report)
   - ❑ For the District and each Campus in the District

3. 2017-18 District Accreditation Status

4. Campus Performance Objectives

5. Report on Violent or Criminal Incidents on Campuses

6. Student Performance in Postsecondary Institutions

2017-18 Annual Report

1. ## 2017-18 Texas Academic Performance Report (TAPR)

   ➢ Compiled by TEA for every district and campus using
   - ❏ PEIMS
   - ❏ Student Assessment Data

   ➢ **New for 2017-18: TAPR now published in 2 different formats**
   - ❏ A comprehensive, "dynamic" online data system
     - ▪ Data will be added as they become available
   - ❏ A "scaled back" PDF version (the "Paper TAPR")
     - ▪ Only includes major, statutorily-required data points
     - ▪ Designed to allow districts to fulfill their public notification requirements (i.e., the Annual Report)

2017-18 Annual Report

1. 2017-18 Texas Academic Performance Report (TAPR)

> **Cover Page**

- 2018 District/Campus Rating
  - Letter Grade for District
  - *Met Standard* or *Improvement Required* for Campuses

- 2018 Special Education Determination Status (District Only)

- 2017 Armed Services Vocational Aptitude Battery (ASVAB) Test Rating (District Only)

- 2018 Distinction Designations

2017-18 Annual Report

1. 2017-18 TAPR

➢ **STAAR Performance**

- ❏ All 3 performance rates
  - ▪ **Approaches Grade Level or Above**
  - ▪ **Meets Grade Level or Above**
  - ▪ **Masters Grade Level**
- ❏ Reported for
  - ▪ Each Assessment
  - ▪ All Grades All Subjects
  - ▪ All Grades by Subject
- ❏ Performance data includes results from **Accountability Year**

Summer EOCs	December EOCs	Spring EOCs and all Grades 3-8 Assessments (including 1st and 2nd administrations of Grades 5 and 8 Reading and Math)

- ❏ Only includes results for students in the **accountability subset**
  - ▪ Students taking assessments who were enrolled in the district/campus on the preceding fall snapshot date (last Friday of October)

2017-18 Annual Report

1. ## 2017-18 TAPR

    ➢ School Progress – Academic Growth

    ➢ Performance of Prior Year Non-Proficient Students

    ➢ Student Success Initiative Performance

    ➢ Bilingual Education/English as a Second Language Performance Measures

    ❑ Shows performance (based on program instructional models) for students identified as **current ELs in the 2017-18 school year**

    - ELs receiving various models of Bilingual Education services
    - ELs receiving various models of ESL services
    - ELs receiving No Services
    - ELs receiving Services
    - Total Current ELs

2017-18 Annual Report

1. 2017-18 TAPR

➢ **Participation in Assessments**
  - ❑ Percent Tested | Percent Not Tested
  - ❑ Of those tested, percent included in accountability

➢ **Attendance, Graduation, and Dropout Rates**

➢ **College, Career and Military Readiness (CCMR) Data**
  - ❑ College Ready Graduates
    - ▪ College Ready
    - ▪ TSI Criteria
    - ▪ Dual Credit
    - ▪ AP/IB Criteria
    - ▪ Associate's Degree
  - ❑ Career/Military Ready Graduates
    - ▪ Career or Military Ready
    - ▪ Approved Industry-Based Certification
    - ▪ Completed IEP and Workforce Readiness
    - ▪ CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications
    - ▪ U.S. Armed Forces Enlistment

2017-18 Annual Report

1. 2017-18 TAPR

➤ Other Postsecondary Indicators

➤ Student Information

❑ Student enrollment (including enrollment by grade level, by ethnicity, by certain student identification indicators, and students with disabilities by primary eligibility category) and other student information (including graduation information, retention rates, and class size information)

➤ Staff Information

❑ Staff information (including total staff, staff by classification, teachers by ethnicity and gender, teachers by highest degree held and years of experience, experience of campus leadership, staff salary, and teacher turnover rate information)

➤ Program Information

❑ Student enrollment by program
❑ Teachers by program

2017-18 Annual Report

2. PEIMS Financial Standard Reports (2016-17 Financial Actual Reports)

2016-17 Actual Financial Data (District)

- ➢ Receipts
- ➢ Fund Balances
- ➢ Disbursements
- ➢ Program Expenditures
- ➢ Tax Rates
- ➢ 2015 Tax Year State Certified Property Values
- ➢ Unassigned Fund Balance (% of Total Budgeted Expenditures)

2016-17 Actual Financial Data (Each Campus)

- ➢ Expenditures by Object
- ➢ Expenditures by Function
- ➢ Program Expenditures by Program

2017-18 Annual Report

3. 2017-18 District Accreditation Status

➢ Each year, TEA assigns one of four accreditation statuses to each district in the state:

   1. *Accredited*

   2. *Accredited-Warned*

   3. *Accredited-Probation*

   4. *Not Accredited-Revoked*

➢ In assigning an accreditation status to a district, TEA considers

   ❑ Academic accountability ratings

   ❑ Financial accountability ratings

   ❑ Data integrity

   ❑ Program-area deficiencies identified through PBMAS

➢ The District's 2017-18 Accreditation Status is: ***Accredited***

2017-18 Annual Report

4. Campus Performance Objectives

➢ Campus Improvement Plans (CIP)

- ❑ Each campus has developed and is implementing a CIP, as required by TEC §11.253

- ❑ Each CIP includes **performance objectives** based on data analysis and needs assessments (including data reported in the 2016-17 TAPR)

- ❑ Each campus **periodically measures progress** toward its performance objectives

➢ Campus and District Performance Objectives are aligned. District Performance Objectives are approved by the Board

➢ District and Campus plans are posted on the district's website and are available for review at the district's central office or on each campus

2017-18 Annual Report

5. Report on Violent or Criminal Incidents

➢ TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent and criminal incidents at each campus in the district

➢ The report must include
  ❑ Number, rate and type of violent or criminal incidents that occurred on each campus
  ❑ Information concerning school violence prevention and violence intervention policies and procedures the district is using to protect students

➢ The district's report for the 2017-18 school year is available for review at the district's central office and at each campus in the district

2017-18 Annual Report

6. Student Performance in Postsecondary Institutions

➢ TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on **student performance in postsecondary institutions** during the **first year enrolled after graduation from high school**

➢ These data are compiled by the Texas Higher Education Coordinating Board (THECB)

➢ The most current report is for **2015-16 High School Graduates**

 ❑ Student performance is measured by the Grade Point Average (GPA) earned by 2015-16 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2017

 ❑ For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2016**, **Spring 2017**, and **Summer 2017** are added together and averaged to determine the GPA

2017-18 Annual Report

Resources and Availability of Annual Report

➢ The District's TAPR will be posted on the district's website within 2 weeks after this meeting

➢ Paper copies will also available at the district's central office and on each campus in the district

➢ For questions or more information, contact:

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2017-18 Texas Academic Performance Report

District Name: **CAMERON ISD**

District Number: **166901**

2018 Accountability Rating: **C**

2018 Special Education Determination Status:

Needs Assistance

2018 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration):

Meets Requirements

District Name: CAMERON ISD
County Name: MILAM
District Number: 166901

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
Grade 3 Reading														
At Approaches Grade Level or Above	2018	77%	79%	75%	*	73%	81%	-	-	-	*	*	69%	*
	2017	73%	73%	60%	*	55%	78%	-	-	-	*	*	54%	*
At Meets Grade Level or Above	2018	43%	44%	38%	*	33%	55%	-	-	-	*	*	29%	*
	2017	45%	46%	34%	*	29%	60%	-	-	-	*	*	26%	*
At Masters Grade Level	2018	25%	26%	19%	*	18%	26%	-	-	-	*	*	13%	*
	2017	29%	30%	17%	*	14%	35%	-	-	-	*	*	11%	*
Grade 3 Mathematics														
At Approaches Grade Level or Above	2018	78%	80%	64%	*	62%	71%	-	-	-	*	*	56%	*
	2017	77%	79%	72%	*	71%	85%	-	-	-	*	*	67%	89%
At Meets Grade Level or Above	2018	47%	49%	36%	*	33%	45%	-	-	-	*	*	29%	*
	2017	49%	52%	43%	*	40%	65%	-	-	-	*	*	34%	68%
At Masters Grade Level	2018	23%	25%	11%	*	9%	14%	-	-	-	*	*	7%	*
	2017	26%	28%	20%	*	18%	33%	-	-	-	*	*	15%	21%
Grade 4 Reading														
At Approaches Grade Level or Above	2018	73%	74%	70%	*	67%	83%	-	-	-	*	*	64%	*
	2017	70%	71%	54%	*	51%	75%	-	-	-	*	*	48%	*
At Meets Grade Level or Above	2018	46%	47%	42%	*	37%	69%	-	-	-	*	*	33%	*
	2017	44%	45%	29%	*	25%	43%	-	-	-	*	*	23%	*
At Masters Grade Level	2018	24%	25%	15%	*	16%	26%	-	-	-	*	*	11%	*
	2017	24%	26%	13%	*	9%	20%	-	-	-	*	*	12%	*
Grade 4 Mathematics														
At Approaches Grade Level or Above	2018	78%	80%	84%	*	80%	93%	-	-	-	*	*	81%	85%
	2017	76%	76%	69%	*	71%	82%	-	-	-	*	*	61%	*
At Meets Grade Level or Above	2018	49%	51%	54%	*	47%	78%	-	-	-	*	*	43%	52%
	2017	47%	50%	35%	*	29%	57%	-	-	-	*	*	27%	*
At Masters Grade Level	2018	27%	29%	36%	*	35%	53%	-	-	-	*	*	27%	37%
	2017	27%	31%	18%	*	16%	27%	-	-	-	*	*	12%	*
Grade 4 Writing														
At Approaches Grade Level or Above	2018	63%	61%	52%	*	*	66%	-	-	-	*	*	48%	*
	2017	65%	63%	50%	*	*	*	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	39%	37%	34%	*	*	51%	-	-	-	*	*	26%	*
	2017	34%	33%	24%	*	*	*	-	-	-	*	*	*	*
At Masters Grade Level	2018	11%	10%	7%	*	*	15%	-	-	-	*	*	6%	*
	2017	11%	11%	5%	*	*	*	-	-	-	*	*	*	*
Grade 5 Reading^^														
At Approaches Grade Level or Above	2018	84%	82%	74%	*	69%	86%	-	-	-	*	*	69%	*
	2017	82%	82%	73%	*	70%	83%	-	-	-	*	*	68%	*
At Meets Grade Level or Above	2018	54%	53%	39%	*	37%	55%	-	-	-	*	*	30%	*
	2017	48%	49%	42%	*	38%	57%	-	-	-	*	*	36%	*
At Masters Grade Level	2018	26%	26%	18%	*	13%	25%	-	-	-	*	*	11%	*
	2017	25%	27%	16%	*	11%	24%	-	-	-	*	*	13%	*
Grade 5 Mathematics^^														
At Approaches Grade Level or Above	2018	91%	89%	83%	*	82%	93%	-	-	-	*	*	78%	*
	2017	87%	87%	76%	*	64%	95%	-	-	-	*	*	71%	*
At Meets Grade Level or Above	2018	58%	56%	46%	*	41%	63%	-	-	-	*	*	39%	*

District Name: CAMERON ISD
County Name: MILAM
District Number: 166901

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District STAAR Performance

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2017	50%	50%	37%	*	28%	55%	-	-	-	*	*	27%	*
	2018	30%	30%	25%	*	19%	37%	-	-	-	*	*	19%	*
	2017	24%	26%	14%	*	9%	24%	-	-	-	*	*	6%	*
Grade 5 Science														
At Approaches Grade Level or Above	2018	76%	76%	64%	*	*	86%	-	-	-	*	*	56%	*
	2017	74%	76%	53%	*	45%	71%	-	-	-	*	*	46%	*
At Meets Grade Level or Above	2018	41%	42%	31%	*	*	47%	-	-	-	*	*	21%	*
	2017	42%	46%	27%	*	21%	45%	-	-	-	*	*	19%	*
At Masters Grade Level	2018	17%	18%	10%	*	*	19%	-	-	-	*	*	6%	*
	2017	18%	21%	11%	*	13%	12%	-	-	-	*	*	8%	*
Grade 6 Reading														
At Approaches Grade Level or Above	2018	69%	70%	73%	*	76%	83%	-	-	-	*	*	71%	*
	2017	69%	71%	68%	*	*	80%	-	*	-	*	*	60%	*
At Meets Grade Level or Above	2018	39%	40%	34%	*	29%	44%	-	-	-	*	*	28%	*
	2017	37%	41%	28%	*	*	52%	-	*	-	*	*	22%	*
At Masters Grade Level	2018	19%	20%	19%	*	19%	22%	-	-	-	*	*	14%	*
	2017	18%	21%	13%	*	*	26%	-	*	-	*	*	9%	*
Grade 6 Mathematics														
At Approaches Grade Level or Above	2018	77%	80%	*	*	*	*	-	-	-	-	*	*	*
	2017	76%	79%	71%	*	*	85%	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	44%	49%	*	*	*	*	-	-	-	-	*	*	*
	2017	43%	47%	34%	*	*	50%	-	*	-	*	*	*	*
At Masters Grade Level	2018	18%	23%	*	*	*	*	-	-	-	-	*	*	*
	2017	18%	23%	9%	*	*	22%	-	*	-	*	*	*	*
Grade 7 Reading														
At Approaches Grade Level or Above	2018	74%	75%	73%	*	67%	86%	-	*	-	*	*	64%	*
	2017	73%	73%	59%	*	49%	73%	-	-	-	*	*	51%	*
At Meets Grade Level or Above	2018	48%	49%	53%	*	43%	68%	-	*	-	*	*	44%	*
	2017	42%	43%	19%	*	13%	35%	-	-	-	*	*	14%	*
At Masters Grade Level	2018	29%	30%	19%	*	12%	27%	-	*	-	*	*	12%	*
	2017	23%	24%	9%	*	7%	14%	-	-	-	*	*	9%	*
Grade 7 Mathematics														
At Approaches Grade Level or Above	2018	72%	71%	70%	*	67%	84%	-	-	-	*	*	60%	*
	2017	70%	69%	54%	*	46%	74%	-	-	-	*	*	51%	*
At Meets Grade Level or Above	2018	40%	37%	37%	*	33%	50%	-	-	-	*	*	26%	*
	2017	40%	39%	25%	*	21%	42%	-	-	-	*	*	20%	*
At Masters Grade Level	2018	18%	15%	14%	*	15%	16%	-	-	-	*	*	10%	*
	2017	17%	15%	8%	*	7%	13%	-	-	-	*	*	5%	*
Grade 7 Writing														
At Approaches Grade Level or Above	2018	69%	71%	62%	*	*	81%	-	*	-	*	*	52%	*
	2017	70%	70%	*	*	*	*	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	43%	45%	34%	*	*	51%	-	*	-	*	*	25%	*
	2017	39%	39%	*	*	*	*	-	-	-	*	*	*	*
At Masters Grade Level	2018	15%	16%	10%	*	*	17%	-	*	-	*	*	5%	*
	2017	12%	12%	*	*	*	*	-	-	-	*	*	*	*
Grade 8 Reading^^														
At Approaches Grade Level or Above	2018	86%	86%	93%	*	*	97%	-	-	-	*	*	91%	*
	2017	86%	86%	80%	*	80%	87%	-	-	-	*	*	79%	*

District Name: CAMERON ISD
County Name: MILAM
District Number: 166901

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2018	49%	51%	40%	*	*	63%	-	-	-	*	*	37%	*
	2017	50%	52%	35%	*	34%	46%	-	-	-	*	*	33%	*
At Masters Grade Level	2018	27%	28%	14%	*	*	23%	-	-	-	*	*	12%	*
	2017	23%	25%	13%	*	11%	20%	-	-	-	*	*	8%	*
Grade 8 Mathematics^^														
At Approaches Grade Level or Above	2018	86%	86%	78%	*	*	86%	-	*	-	*	*	74%	*
	2017	85%	86%	76%	*	*	*	-	-	-	*	*	76%	*
At Meets Grade Level or Above	2018	51%	56%	35%	*	*	52%	-	*	-	*	*	29%	*
	2017	45%	50%	35%	*	*	*	-	-	-	*	*	35%	*
At Masters Grade Level	2018	15%	21%	8%	*	*	17%	-	*	-	*	*	6%	*
	2017	13%	18%	5%	*	*	*	-	-	-	*	*	6%	*
Grade 8 Science														
At Approaches Grade Level or Above	2018	76%	77%	58%	*	50%	76%	-	-	-	*	*	49%	*
	2017	76%	78%	61%	*	*	75%	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	52%	54%	32%	*	27%	51%	-	-	-	*	*	24%	*
	2017	48%	52%	33%	*	*	48%	-	-	-	*	*	*	*
At Masters Grade Level	2018	28%	31%	13%	*	11%	24%	-	-	-	*	*	10%	*
	2017	19%	21%	7%	*	*	14%	-	-	-	*	*	*	*
Grade 8 Social Studies														
At Approaches Grade Level or Above	2018	65%	67%	*	*	*	*	-	-	-	*	*	*	*
	2017	63%	65%	34%	*	*	48%	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	36%	38%	*	*	*	*	-	-	-	*	*	*	*
	2017	33%	36%	10%	*	*	18%	-	-	-	*	*	*	*
At Masters Grade Level	2018	21%	23%	*	*	*	*	-	-	-	*	*	*	*
	2017	19%	21%	5%	*	*	11%	-	-	-	*	*	*	*
End of Course English I														
At Approaches Grade Level or Above	2018	65%	66%	57%	*	*	*	-	-	-	*	*	*	*
	2017	64%	64%	*	*	*	*	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	44%	45%	39%	*	*	*	-	-	-	*	*	*	*
	2017	43%	44%	*	*	*	*	-	*	-	*	*	*	*
At Masters Grade Level	2018	7%	8%	3%	*	*	*	-	-	-	*	*	*	*
	2017	8%	8%	*	*	*	*	-	*	-	*	*	*	*
End of Course English II														
At Approaches Grade Level or Above	2018	67%	69%	63%	*	*	79%	-	-	-	*	*	*	*
	2017	66%	66%	*	*	*	*	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	48%	50%	40%	*	*	60%	-	-	-	*	*	*	*
	2017	45%	47%	*	*	*	*	-	-	-	*	*	*	*
At Masters Grade Level	2018	8%	9%	4%	*	*	13%	-	-	-	*	*	*	*
	2017	6%	7%	*	*	*	*	-	-	-	*	*	*	*
End of Course Algebra I														
At Approaches Grade Level or Above	2018	83%	82%	83%	*	77%	89%	-	-	-	*	*	83%	*
	2017	83%	82%	72%	*	67%	84%	-	-	-	*	*	67%	*
At Meets Grade Level or Above	2018	55%	53%	39%	*	38%	57%	-	-	-	*	*	32%	*
	2017	48%	47%	27%	*	23%	41%	-	-	-	*	*	22%	*
At Masters Grade Level	2018	32%	33%	16%	*	15%	21%	-	-	-	*	*	11%	*
	2017	26%	26%	14%	*	12%	24%	-	-	-	*	*	10%	*
End of Course Biology														
At Approaches Grade Level or Above	2018	87%	87%	85%	*	87%	95%	-	-	-	*	*	82%	*
	2017	86%	87%	87%	*	*	96%	-	*	-	*	*	82%	*
At Meets Grade Level or Above	2018	59%	62%	52%	*	50%	68%	-	-	-	*	*	42%	*

District Name: CAMERON ISD
County Name: MILAM
District Number: 166901

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District STAAR Performance

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
	2017	57%	60%	43%	*	*	64%	-	*	-	*	*	36%	*
At Masters Grade Level	2018	24%	26%	15%	*	15%	21%	-	-	-	*	*	10%	*
	2017	21%	23%	10%	*	*	30%	-	*	-	*	*	7%	*
End of Course U.S. History														
At Approaches Grade Level or Above	2018	92%	92%	91%	74%	92%	98%	-	-	-	*	*	86%	*
	2017	91%	92%	88%	*	84%	95%	-	*	-	*	*	85%	*
At Meets Grade Level or Above	2018	70%	74%	69%	41%	71%	84%	-	-	-	*	*	57%	*
	2017	66%	70%	56%	*	45%	81%	-	*	-	*	*	45%	*
At Masters Grade Level	2018	40%	46%	40%	26%	39%	50%	-	-	-	*	*	36%	*
	2017	35%	41%	31%	*	18%	57%	-	*	-	*	*	20%	*
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	77%	70%	54%	66%	82%	-	*	-	86%	29%	64%	68%
	2017	75%	76%	65%	47%	61%	78%	-	*	-	81%	*	59%	58%
At Meets Grade Level or Above	2018	48%	49%	39%	19%	33%	56%	-	*	-	61%	14%	31%	33%
	2017	45%	47%	32%	13%	27%	49%	-	*	-	42%	*	26%	27%
At Masters Grade Level	2018	22%	23%	14%	5%	12%	22%	-	*	-	23%	3%	10%	12%
	2017	20%	22%	11%	3%	8%	19%	-	*	-	17%	*	7%	7%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	75%	70%	50%	68%	83%	-	*	-	90%	*	66%	71%
	2017	72%	73%	63%	44%	60%	77%	-	*	-	*	*	56%	61%
At Meets Grade Level or Above	2018	46%	47%	40%	19%	34%	58%	-	*	-	70%	*	33%	33%
	2017	44%	46%	33%	12%	27%	52%	-	*	-	*	*	26%	29%
At Masters Grade Level	2018	19%	21%	13%	3%	10%	20%	-	*	-	30%	*	9%	11%
	2017	19%	20%	10%	3%	7%	16%	-	*	-	*	*	7%	6%
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	81%	76%	66%	72%	84%	-	*	-	95%	*	71%	76%
	2017	79%	80%	70%	50%	66%	84%	-	*	-	*	*	65%	67%
At Meets Grade Level or Above	2018	50%	51%	40%	23%	35%	55%	-	*	-	58%	*	32%	37%
	2017	46%	48%	33%	12%	29%	50%	-	*	-	*	*	27%	32%
At Masters Grade Level	2018	24%	26%	17%	7%	15%	23%	-	*	-	32%	*	12%	15%
	2017	22%	24%	13%	3%	10%	21%	-	*	-	*	*	8%	9%
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	66%	57%	*	50%	74%	-	*	-	*	*	50%	57%
	2017	67%	66%	51%	*	*	*	-	-	-	*	*	47%	*
At Meets Grade Level or Above	2018	41%	41%	34%	*	27%	51%	-	*	-	*	*	26%	34%
	2017	36%	36%	22%	*	*	*	-	-	-	*	*	18%	*
At Masters Grade Level	2018	13%	13%	8%	*	6%	16%	-	*	-	*	*	5%	14%
	2017	11%	11%	3%	*	*	*	-	-	-	*	*	2%	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	81%	68%	*	62%	86%	-	-	-	*	*	60%	*
	2017	79%	80%	69%	*	65%	81%	-	*	-	*	*	64%	*
At Meets Grade Level or Above	2018	51%	53%	38%	*	32%	55%	-	-	-	*	*	28%	*
	2017	49%	53%	36%	*	30%	53%	-	*	-	*	*	28%	*
At Masters Grade Level	2018	23%	25%	12%	*	10%	21%	-	-	-	*	*	9%	*
	2017	19%	22%	9%	*	7%	19%	-	*	-	*	*	6%	*
All Grades Social Studies														
At Approaches Grade Level or Above	2018	78%	80%	62%	53%	55%	77%	-	-	-	*	*	54%	*
	2017	77%	79%	61%	*	54%	69%	-	*	-	*	*	55%	*
At Meets Grade Level or Above	2018	53%	56%	40%	24%	34%	56%	-	-	-	*	*	29%	*
	2017	49%	53%	33%	*	24%	47%	-	*	-	*	*	24%	*

District Name: CAMERON ISD
County Name: MILAM
District Number: 166901

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	31%	34%	21%	16%	18%	30%	-	-	-	*	*	17%	*
	2017	27%	31%	18%	*	10%	32%	-	*	-	*	*	11%	*

District Name: CAMERON ISD
County Name: MILAM
District Number: 166901

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Progress

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 4 ELA/Reading	2018	63	64	69	77	68	64	-	-	-	*	*	69	65
Grade 4 Mathematics	2018	65	66	79	82	74	84	-	-	-	*	73	74	58
Grade 5 ELA/Reading	2018	80	76	83	74	86	82	-	-	-	*	42	83	86
Grade 5 Mathematics	2018	81	78	80	76	80	80	-	-	-	*	83	81	71
Grade 6 ELA/Reading	2018	47	47	51	*	58	47	-	-	-	*	*	49	42
Grade 6 Mathematics	2018	56	61	59	68	57	56	-	-	-	-	*	59	50
Grade 7 ELA/Reading	2018	76	73	72	50	69	79	-	*	-	*	60	67	67
Grade 7 Mathematics	2018	67	65	63	47	63	71	-	-	-	*	*	60	67
Grade 8 ELA/Reading	2018	79	79	83	89	81	80	-	-	-	*	*	85	75
Grade 8 Mathematics	2018	81	80	83	73	91	76	-	*	-	*	100	86	88
End of Course English II	2018	67	67	61	61	56	67	-	-	-	*	*	57	*
End of Course Algebra I	2018	72	69	59	47	58	67	-	-	-	*	*	54	56
All Grades Both Subjects	2018	69	69	71	66	71	72	-	*	-	83	59	69	65
All Grades ELA/Reading	2018	69	68	70	66	71	70	-	*	-	93	50	69	66
All Grades Mathematics	2018	70	70	71	67	71	73	-	*	-	75	65	70	64

□ = above state average

District Name: CAMERON ISD
County Name: MILAM
District Number: 166901

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2018	38%	37%	40%	40%	39%	46%	-	-	-	*	*	39%	36%
	2017	35%	33%	27%	24%	24%	36%	-	-	-	*	*	25%	*
Mathematics	2018	47%	44%	44%	46%	39%	56%	-	-	-	*	22%	42%	33%
	2017	43%	42%	31%	27%	28%	41%	-	-	-	*	*	30%	26%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	78%	68%	48%	66%	80%	-	-	-	*	*	62%	64%
Students Requiring Accelerated Instruction														
	2018	21%	22%	32%	52%	34%	20%	-	-	-	*	83%	38%	36%
STAAR Cumulative Met Standard														
	2018	84%	82%	74%	62%	69%	86%	-	-	-	*	*	69%	79%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	97%	97%	100%	100%	100%	100%	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2018	10%	12%	*	*	*	*	-	-	-	-	*	*	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	85%	83%	78%	57%	76%	89%	-	-	-	*	*	71%	71%
Students Requiring Accelerated Instruction														
	2018	15%	17%	22%	43%	24%	11%	-	-	-	*	83%	29%	*
STAAR Cumulative Met Standard														
	2018	90%	89%	83%	62%	82%	93%	-	-	-	*	*	78%	86%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	96%	96%	100%	*	100%	*	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2018	23%	23%	*	*	*	*	-	-	-	-	*	*	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	80%	86%	79%	84%	93%	-	-	-	*	*	83%	*
Students Requiring Accelerated Instruction														
	2018	21%	20%	14%	*	16%	*	-	-	-	*	*	17%	*
STAAR Cumulative Met Standard														
	2018	85%	86%	93%	86%	92%	97%	-	-	-	*	*	91%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	98%	98%	94%	*	100%	*	-	-	-	*	*	93%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2018	8%	9%	*	*	*	*	-	-	-	*	*	*	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	80%	81%	68%	75%	56%	79%	-	*	-	*	*	64%	*
Students Requiring Accelerated Instruction														
	2018	20%	19%	32%	25%	44%	21%	-	*	-	*	73%	36%	*

District Name: CAMERON ISD
County Name: MILAM
District Number: 166901

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
STAAR Cumulative Met Standard														
	2018	86%	86%	**78%**	75%	71%	86%	-	*	-	*	55%	74%	83%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	98%	97%	**94%**	*	100%	*	-	-	-	-	*	92%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2018	45%	32%	**46%**	*	*	*	-	-	-	-	*	45%	*
Retained in Grade 8	2018	59%	43%	*	-	-	*	-	-	-	-	*	*	-

District Name: CAMERON ISD
County Name: MILAM
District Number: 166901

(Current EL Students)

		State	Region 06	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL

STAAR Performance Rate by Subject and Performance Level^

All Grades All Subjects

		State	Region 06	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
At Approaches Grade Level or Above	2018	77%	77%	70%	76%	-	76%	-	-	49%	66%	*	*	65%	64%
	2017	75%	76%	65%	73%	-	73%	-	-	*	*	*	*	51%	52%
At Meets Grade Level or Above	2018	48%	49%	39%	45%	-	45%	-	-	19%	41%	*	*	33%	33%
	2017	45%	47%	32%	47%	-	47%	-	-	*	*	*	*	26%	27%
At Masters Grade Level	2018	22%	23%	14%	17%	-	17%	-	-	8%	24%	*	*	13%	12%
	2017	20%	22%	11%	10%	-	10%	-	-	*	*	*	*	6%	7%

All Grades ELA/Reading

		State	Region 06	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
At Approaches Grade Level or Above	2018	74%	75%	70%	90%	-	90%	-	-	*	*	*	*	71%	71%
	2017	72%	73%	63%	*	-	*	-	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	46%	47%	40%	54%	-	54%	-	-	*	*	*	*	37%	36%
	2017	44%	46%	33%	*	-	*	-	-	*	*	*	*	*	*
At Masters Grade Level	2018	19%	21%	13%	21%	-	21%	-	-	*	*	*	*	13%	12%
	2017	19%	20%	10%	*	-	*	-	-	*	*	*	*	*	*

All Grades Mathematics

		State	Region 06	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
At Approaches Grade Level or Above	2018	81%	81%	76%	75%	-	75%	-	-	*	*	*	*	74%	74%
	2017	79%	80%	70%	78%	-	78%	-	-	*	*	*	*	64%	65%
At Meets Grade Level or Above	2018	50%	51%	40%	43%	-	43%	-	-	*	*	*	*	35%	35%
	2017	46%	48%	33%	54%	-	54%	-	-	*	*	*	*	33%	34%
At Masters Grade Level	2018	24%	26%	17%	22%	-	22%	-	-	*	*	*	*	18%	17%
	2017	22%	24%	13%	16%	-	16%	-	-	*	*	*	*	11%	12%

All Grades Writing

		State	Region 06	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
At Approaches Grade Level or Above	2018	66%	66%	57%	*	-	*	-	-	*	*	*	*	*	*
	2017	67%	66%	51%	*	-	*	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	41%	41%	34%	*	-	*	-	-	*	*	*	*	*	*
	2017	36%	36%	22%	*	-	*	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	13%	13%	8%	*	-	*	-	-	*	*	*	*	*	*
	2017	11%	11%	3%	*	-	*	-	-	*	-	*	-	*	*

All Grades Science

		State	Region 06	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
At Approaches Grade Level or Above	2018	80%	81%	68%	*	-	*	-	-	*	-	*	*	*	*
	2017	79%	80%	69%	*	-	*	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	51%	53%	38%	*	-	*	-	-	*	-	*	*	*	*
	2017	49%	53%	36%	*	-	*	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	23%	25%	12%	*	-	*	-	-	*	-	*	*	*	*
	2017	19%	22%	9%	*	-	*	-	-	*	-	*	-	*	*

All Grades Social Studies

		State	Region 06	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
At Approaches Grade Level or Above	2018	78%	80%	62%	-	-	-	-	-	*	-	*	*	*	*
	2017	77%	79%	61%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	53%	56%	40%	-	-	-	-	-	*	-	*	*	*	*

District Name: CAMERON ISD
County Name: MILAM
District Number: 166901

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District STAAR Performance
Bilingual Education/English as a Second Language

(Current EL Students)

		State	Region 06	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2017	49%	53%	**33%**	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	31%	34%	**21%**	-	-	-	-	-	*	-	*	*	*	*
	2017	27%	31%	**18%**	-	-	-	-	-	*	-	*	-	*	*

School Progress Domain - Academic Growth Score

All Grades Both Subjects	2018	69	69	**71**	59	-	59	-	-	70	82	67	79	64	65
All Grades ELA/Reading	2018	69	68	**70**	70	-	70	-	-	68	*	71	*	69	68
All Grades Mathematics	2018	70	70	**71**	52	-	52	-	-	72	100	64	*	61	63

Progress of Prior-Year Non-Proficient Students

Sum of Grades 4-8

Reading	2018	38%	37%	**40%**	*	-	*	-	-	*	*	*	*	38%	36%
	2017	35%	33%	**27%**	*	-	*	-	-	*	-	*	-	*	*
Mathematics	2018	47%	44%	**44%**	*	-	*	-	-	*	-	*	*	31%	33%
	2017	43%	42%	**31%**	*	-	*	-	-	33%	-	33%	-	26%	26%

District Name: CAMERON ISD
County Name: MILAM
District Number: 166901

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District STAAR Participation

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	99%	99%	-	*	-	100%	100%	100%	100%
Included in Accountability	94%	94%	96%	95%	98%	95%	-	*	-	100%	94%	96%	99%
Not Included in Accountability													
Mobile	4%	4%	3%	4%	1%	5%	-	*	-	0%	5%	4%	0%
Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	-	0%	1%	0%	1%
Not Tested	1%	1%	0%	0%	1%	1%	-	*	-	0%	0%	0%	0%
Absent	1%	1%	0%	0%	1%	0%	-	*	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	99%	100%	99%	99%	-	100%	-	100%	99%	99%	99%
Included in Accountability	94%	94%	96%	96%	97%	95%	-	100%	-	95%	97%	96%	94%
Not Included in Accountability													
Mobile	4%	4%	3%	3%	3%	4%	-	0%	-	5%	2%	4%	4%
Other Exclusions	1%	1%	0%	1%	0%	0%	-	0%	-	0%	1%	0%	0%
Not Tested	1%	1%	1%	0%	1%	1%	-	0%	-	0%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	1%	-	0%	-	0%	0%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%

District Name: CAMERON ISD
County Name: MILAM
District Number: 166901

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Attendance, Graduation, and Dropout Rates

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2016-17	95.7%	96.0%	95.6%	96.1%	95.2%	96.0%	*	99.1%	-	94.9%	94.4%	95.1%	95.7%
2015-16	95.8%	96.1%	95.7%	96.2%	95.7%	95.5%	*	*	-	95.0%	94.7%	95.1%	96.1%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2015-16	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	1.3%	1.4%	2.2%	2.2%	0.0%	-	*	-	0.0%	0.0%	1.4%	0.0%
2015-16	2.0%	1.4%	0.2%	0.0%	0.5%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	91.4%	96.0%	100.0%	91.5%	100.0%	-	-	-	*	100.0%	96.7%	*
Received TxCHSE	0.4%	1.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	4.0%	3.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	5.9%	4.4%	4.0%	0.0%	8.5%	0.0%	-	-	-	*	0.0%	3.3%	*
Graduates and TxCHSE	90.1%	92.5%	96.0%	100.0%	91.5%	100.0%	-	-	-	*	100.0%	96.7%	*
Graduates, TxCHSE, and Continuers	94.1%	95.6%	96.0%	100.0%	91.5%	100.0%	-	-	-	*	100.0%	96.7%	*
Class of 2016													
Graduated	89.1%	89.9%	89.3%	88.2%	89.4%	89.2%	-	-	-	*	92.3%	87.9%	*
Received TxCHSE	0.5%	1.1%	1.0%	0.0%	0.0%	2.7%	-	-	-	*	0.0%	1.5%	*
Continued HS	4.2%	3.7%	6.8%	11.8%	6.4%	5.4%	-	-	-	*	7.7%	7.6%	*
Dropped Out	6.2%	5.3%	2.9%	0.0%	4.3%	2.7%	-	-	-	*	0.0%	3.0%	*
Graduates and TxCHSE	89.6%	91.1%	90.3%	88.2%	89.4%	91.9%	-	-	-	*	92.3%	89.4%	*
Graduates, TxCHSE, and Continuers	93.8%	94.7%	97.1%	100.0%	95.7%	97.3%	-	-	-	*	100.0%	97.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	92.1%	93.1%	88.2%	93.5%	94.4%	-	-	-	*	100.0%	90.8%	*
Received TxCHSE	0.7%	1.5%	1.0%	0.0%	0.0%	2.8%	-	-	-	*	0.0%	1.5%	*
Continued HS	1.2%	0.8%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.6%	5.5%	5.9%	11.8%	6.5%	2.8%	-	-	-	*	0.0%	7.7%	*
Graduates and TxCHSE	92.2%	93.6%	94.1%	88.2%	93.5%	97.2%	-	-	-	*	100.0%	92.3%	*
Graduates, TxCHSE, and Continuers	93.4%	94.5%	94.1%	88.2%	93.5%	97.2%	-	-	-	*	100.0%	92.3%	*
Class of 2015													
Graduated	91.3%	92.6%	95.4%	93.8%	94.1%	97.1%	-	-	-	*	83.3%	92.7%	*
Received TxCHSE	0.8%	1.6%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	1.2%	0.7%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.7%	5.1%	4.6%	6.3%	5.9%	2.9%	-	-	-	*	16.7%	7.3%	*
Graduates and TxCHSE	92.1%	94.2%	95.4%	93.8%	94.1%	97.1%	-	-	-	*	83.3%	92.7%	*
Graduates, TxCHSE, and Continuers	93.3%	94.9%	95.4%	93.8%	94.1%	97.1%	-	-	-	*	83.3%	92.7%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	92.9%	95.4%	93.8%	94.1%	97.1%	-	-	-	*	83.3%	92.7%	*

District Name: CAMERON ISD
County Name: MILAM
District Number: 166901

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	1.7%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.7%	5.0%	4.6%	6.3%	5.9%	2.9%	-	-	-	*	16.7%	7.3%	*
Graduates and TxCHSE	92.8%	94.7%	95.4%	93.8%	94.1%	97.1%	-	-	-	*	83.3%	92.7%	*
Graduates, TxCHSE, and Continuers	93.3%	95.0%	95.4%	93.8%	94.1%	97.1%	-	-	-	*	83.3%	92.7%	*
Class of 2014													
Graduated	90.9%	91.7%	95.8%	94.4%	93.1%	97.9%	-	*	-	-	100.0%	91.8%	*
Received TxCHSE	1.2%	2.3%	1.0%	0.0%	3.4%	0.0%	-	*	-	-	0.0%	2.0%	*
Continued HS	0.6%	0.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	*
Dropped Out	7.2%	5.6%	3.1%	5.6%	3.4%	2.1%	-	*	-	-	0.0%	6.1%	*
Graduates and TxCHSE	92.2%	94.0%	96.9%	94.4%	96.6%	97.9%	-	*	-	-	100.0%	93.9%	*
Graduates, TxCHSE, and Continuers	92.8%	94.4%	96.9%	94.4%	96.6%	97.9%	-	*	-	-	100.0%	93.9%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	91.4%	94.2%	100.0%	89.8%	97.4%	-	-	-	*	100.0%	93.8%	*
Class of 2016	89.1%	89.9%	88.5%	83.3%	89.4%	89.2%	-	-	-	*	92.3%	87.9%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	87.1%	88.4%	75.0%	90.7%	89.2%	-	-	-	*	33.3%	81.4%	*
Class of 2016	87.4%	84.7%	87.0%	66.7%	92.9%	87.9%	-	-	-	*	8.3%	84.5%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	5.7%	*	-	-	*	-	-	-	-	-	-	-
Class of 2016	5.5%	6.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	80.8%	*	-	-	*	-	-	-	-	-	-	-
Class of 2016	54.0%	80.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	87.0%	88.5%	75.0%	90.7%	89.5%	-	-	-	*	33.3%	81.4%	*
Class of 2016	85.1%	84.9%	87.0%	66.7%	92.9%	87.9%	-	-	-	*	8.3%	84.5%	*
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	86.1%	85.7%	75.0%	87.0%	86.5%	-	-	-	*	30.8%	78.6%	*
2015-16	85.6%	83.1%	87.9%	66.7%	95.1%	87.9%	-	-	-	*	8.3%	86.4%	*
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	5.8%	*	-	-	*	-	-	-	-	-	-	-
2015-16	5.6%	6.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	76.4%	*	-	-	*	-	-	-	-	-	-	-
2015-16	51.9%	78.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	85.3%	85.9%	75.0%	87.0%	86.8%	-	-	-	*	30.8%	78.6%	*
2015-16	83.3%	83.4%	87.9%	66.7%	95.1%	87.9%	-	-	-	*	8.3%	86.4%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2016-17 Annual Graduates)				
Total Graduates	99	100.0%	334,424	100.0%
By Ethnicity:				
African American	12	12.1%	42,132	12.6%
Hispanic	46	46.5%	164,446	49.2%
White	38	38.4%	105,748	31.6%
American Indian	0	0.0%	1,254	0.4%
Asian	0	0.0%	14,036	4.2%
Pacific Islander	0	0.0%	525	0.2%
Two or More Races	3	3.0%	6,283	1.9%
By Graduation Type:				
Minimum H.S. Program	14	14.1%	37,072	11.1%
Recommended H.S. Program/Distinguished Achievement Program	84	84.8%	252,091	75.4%
Foundation H.S. Program (No Endorsement)	0	0.0%	16,650	5.0%
Foundation H.S. Program (Endorsement)	0	0.0%	3,212	1.0%
Foundation H.S. Program (DLA)	1	1.0%	25,399	7.6%
Special Education Graduates	13	13.1%	25,105	7.5%
Economically Disadvantaged Graduates	56	56.6%	159,476	47.7%
LEP Graduates	1	1.0%	17,579	5.3%
At-Risk Graduates	26	26.3%	132,112	39.5%

District Name: CAMERON ISD
County Name: MILAM
District Number: 166901

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	54.4%	38.4%	29.2%	26.1%	51.3%	-	-	-	*	26.9%	33.9%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	48.0%	20.2%	0.0%	10.9%	31.6%	-	-	-	*	0.0%	14.3%	*
TSI Criteria Graduates (Annual Graduates) English Language Arts													
2016-17	53.2%	55.9%	32.3%	16.7%	17.4%	50.0%	-	-	-	*	0.0%	21.4%	*
Mathematics													
2016-17	42.0%	45.2%	22.2%	0.0%	13.0%	34.2%	-	-	-	*	0.0%	16.1%	*
Both Subjects													
2016-17	37.8%	41.6%	19.2%	0.0%	10.9%	28.9%	-	-	-	*	0.0%	14.3%	*
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates) Any Subject													
2016-17	19.9%	20.3%	6.1%	0.0%	0.0%	15.8%	-	-	-	*	0.0%	3.6%	*
AP/IB Met Criteria in Any Subject (Annual Graduates) Any Subject													
2016-17	20.1%	19.8%	1.0%	0.0%	0.0%	2.6%	-	-	-	*	0.0%	1.8%	*
Associate's Degree Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	11.2%	23.2%	29.2%	15.2%	30.3%	-	-	-	*	26.9%	22.3%	*
Approved Industry-Based Certification (Annual Graduates)													
2016-17	2.7%	1.6%	5.1%	8.3%	2.2%	7.9%	-	-	-	*	0.0%	3.6%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.8%	2.0%	0.0%	0.0%	5.3%	-	-	-	*	15.4%	3.6%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	14.9%	31.3%	50.0%	21.7%	34.2%	-	-	-	*	23.1%	28.6%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	2.0%	2.0%	0.0%	2.2%	2.6%	-	-	-	*	0.0%	1.8%	*

District Name: CAMERON ISD
County Name: MILAM
District Number: 166901

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	23.3%	19.2%	16.7%	17.4%	18.4%	-	-	-	*	0.0%	16.1%	*
2015-16	22.6%	22.8%	14.3%	13.3%	14.6%	15.2%	-	-	-	*	8.3%	13.6%	*
Mathematics													
2016-17	19.8%	19.3%	13.1%	0.0%	13.0%	10.5%	-	-	-	*	0.0%	12.5%	*
2015-16	18.1%	17.9%	20.9%	6.7%	22.0%	27.3%	-	-	-	*	0.0%	18.6%	*
Both Subjects													
2016-17	12.9%	13.5%	8.1%	0.0%	10.9%	2.6%	-	-	-	*	0.0%	8.9%	*
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	41.2%	51.5%	58.3%	39.1%	60.5%	-	-	-	*	38.5%	44.6%	*
2015-16	47.8%	43.2%	45.1%	46.7%	51.2%	39.4%	-	-	-	*	41.7%	47.5%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	2.5%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Mathematics													
2016-17	1.4%	3.9%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Both Subjects													
2016-17	0.2%	0.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	23.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	n/a	0.0%	n/a
2016	25.5%	23.1%	3.5%	3.3%	3.3%	2.7%	-	-	-	20.0%	n/a	3.1%	n/a
English Language Arts													
2017	15.9%	10.8%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	n/a	0.0%	n/a
2016	15.5%	10.5%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	n/a	0.0%	n/a
Mathematics													
2017	7.2%	7.7%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	n/a	0.0%	n/a
2016	6.8%	7.2%	3.5%	3.3%	3.3%	2.7%	-	-	-	20.0%	n/a	3.1%	n/a
Science													
2017	10.9%	10.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	n/a	0.0%	n/a
2016	10.4%	9.5%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	n/a	0.0%	n/a
Social Studies													
2017	15.0%	13.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	n/a	0.0%	n/a
2016	14.8%	14.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	57.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	57.2%	14.3%	*	*	*	-	-	-	*	n/a	*	n/a
English Language Arts													
2017	41.3%	49.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	54.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	60.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	62.9%	14.3%	*	*	*	-	-	-	*	n/a	*	n/a
Science													
2017	38.3%	49.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	50.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CAMERON ISD
County Name: MILAM
District Number: 166901

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District CCMR-related Indicators

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	50.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	50.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	60.0%	34.3%	25.0%	17.4%	52.6%	-	-	-	*	n/a	21.3%	n/a
Class of 2016	71.6%	60.4%	53.8%	40.0%	58.5%	54.5%	-	-	-	*	n/a	46.6%	n/a
At/Above Criterion													
Class of 2017	22.3%	32.1%	20.6%	*	0.0%	35.0%	-	-	-	*	n/a	7.7%	n/a
Class of 2016	22.5%	31.4%	10.2%	0.0%	8.3%	11.1%	-	-	-	*	n/a	11.1%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1084	1004	*	917	1066	-	-	-	*	n/a	1006	n/a
Class of 2016	1375	1473	1310	*	1252	1371	-	-	-	*	n/a	1286	n/a
English Language Arts													
Class of 2017	512	546	510	*	461	543	-	-	-	*	n/a	517	n/a
Class of 2016	903	967	859	*	812	917	-	-	-	*	n/a	839	n/a
Mathematics													
Class of 2017	507	538	491	*	450	522	-	-	-	*	n/a	482	n/a
Class of 2016	472	507	451	*	441	453	-	-	-	*	n/a	447	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	22.1	20.2	*	*	21.2	-	-	-	*	n/a	*	n/a
Class of 2016	20.3	21.8	18.9	16.8	19.1	19.5	-	-	-	*	n/a	19.3	n/a
English Language Arts													
Class of 2017	19.9	21.8	19.9	*	*	21.0	-	-	-	*	n/a	*	n/a
Class of 2016	19.8	21.4	18.4	15.6	18.5	19.5	-	-	-	*	n/a	18.8	n/a
Mathematics													
Class of 2017	20.4	22.0	20.3	*	*	21.2	-	-	-	*	n/a	*	n/a
Class of 2016	20.5	21.9	18.5	16.8	18.8	18.5	-	-	-	*	n/a	18.7	n/a
Science													
Class of 2017	20.6	22.2	20.0	*	*	20.8	-	-	-	*	n/a	*	n/a
Class of 2016	20.5	21.9	19.8	18.3	19.6	20.5	-	-	-	*	n/a	19.9	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Other Postsecondary Indicators

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2016-17	37.1%	31.5%	19.2%	9.6%	19.6%	20.9%	-	*	-	62.5%	1.9%	15.0%	0.0%
2015-16	35.9%	30.6%	16.6%	8.4%	14.4%	23.2%	-	*	-	22.2%	1.9%	13.9%	0.0%
English Language Arts													
2016-17	16.8%	13.0%	3.5%	1.3%	3.0%	4.7%	-	*	-	12.5%	0.0%	2.1%	0.0%
2015-16	16.2%	12.6%	0.7%	0.0%	0.5%	1.2%	-	*	-	0.0%	0.0%	0.3%	0.0%
Mathematics													
2016-17	19.5%	18.1%	18.7%	8.3%	18.0%	21.5%	-	*	-	71.4%	0.0%	13.7%	0.0%
2015-16	19.3%	17.8%	16.2%	7.8%	13.2%	23.9%	-	*	-	25.0%	3.3%	14.0%	*
Science													
2016-17	5.7%	5.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2015-16	5.1%	5.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Social Studies													
2016-17	21.8%	19.3%	2.4%	0.0%	3.1%	2.9%	-	*	-	0.0%	0.0%	1.4%	0.0%
2015-16	20.8%	18.7%	1.5%	0.0%	1.1%	2.7%	-	*	-	0.0%	0.0%	0.8%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2015-16	51.8%	48.1%	61.5%	80.0%	56.1%	60.6%	-	-	-	*	41.7%	58.6%	*
2014-15	56.1%	52.0%	59.3%	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	63.4%	44.2%	27.3%	34.8%	66.7%	-	-	-	-	0.0%	42.4%	*
2014-15	55.6%	65.4%	42.9%	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Student Information

Student Information	--------------- District ---------------		--------------- State ---------------	
	Count	Percent	Count	Percent
Total Students	1,850	100.0%	5,385,012	100.0%
Students by Grade:				
Early Childhood Education	2	0.1%	14,684	0.3%
Pre-Kindergarten	164	8.9%	231,297	4.3%
Kindergarten	108	5.8%	371,145	6.9%
Grade 1	135	7.3%	388,362	7.2%
Grade 2	137	7.4%	394,137	7.3%
Grade 3	143	7.7%	409,763	7.6%
Grade 4	151	8.2%	413,654	7.7%
Grade 5	142	7.7%	414,218	7.7%
Grade 6	117	6.3%	402,451	7.5%
Grade 7	136	7.4%	402,350	7.5%
Grade 8	127	6.9%	398,479	7.4%
Grade 9	144	7.8%	432,724	8.0%
Grade 10	115	6.2%	396,968	7.4%
Grade 11	128	6.9%	371,606	6.9%
Grade 12	101	5.5%	343,174	6.4%
Ethnic Distribution:				
African American	303	16.4%	679,472	12.6%
Hispanic	881	47.6%	2,821,189	52.4%
White	619	33.5%	1,498,643	27.8%
American Indian	0	0.0%	20,521	0.4%
Asian	6	0.3%	235,095	4.4%
Pacific Islander	0	0.0%	8,008	0.1%
Two or More Races	41	2.2%	122,084	2.3%
Economically Disadvantaged	1,329	71.8%	3,164,349	58.8%
Non-Educationally Disadvantaged	521	28.2%	2,220,663	41.2%
English Learners (EL)	177	9.6%	1,014,830	18.8%
Students w/ Disciplinary Placements (2016-17)	6	0.3%	73,713	1.3%
At-Risk	864	46.7%	2,736,547	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	165		488,463	
By Type of Primary Disability				
Students with Intellectual Disabilities	66	40.0%	211,650	43.3%
Students with Physical Disabilities	39	23.6%	107,029	21.9%
Students with Autism	**	**	64,238	13.2%
Students with Behavioral Disabilities	45	27.3%	98,927	20.3%
Students with Non-Categorical Early Childhood	*	*	6,619	1.4%

District Name: CAMERON ISD
County Name: MILAM
District Number: 166901

Student Information	- Non-Special Education Rates -		- Special Education Rates -	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	3.4%	1.8%	11.8%	6.9%
Grade 1	4.1%	3.4%	0.0%	6.2%
Grade 2	2.9%	2.1%	0.0%	2.6%
Grade 3	0.0%	1.3%	0.0%	1.0%
Grade 4	0.8%	0.6%	0.0%	0.5%
Grade 5	0.0%	0.7%	0.0%	0.6%
Grade 6	0.0%	0.5%	0.0%	0.6%
Grade 7	0.0%	0.7%	0.0%	0.6%
Grade 8	0.0%	0.6%	9.1%	0.8%
Grade 9	7.8%	8.0%	0.0%	13.5%

	---------- District ----------		----------- State -----------	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	0	0.0%	5,588	0.2%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	15.4	18.7
Grade 1	17.6	18.8
Grade 2	18.9	18.8
Grade 3	17.9	19.0
Grade 4	18.7	19.2
Grade 5	20.0	21.2
Grade 6	21.0	20.3
Secondary:		
English/Language Arts	18.4	16.7
Foreign Languages	19.1	18.6
Mathematics	15.4	17.9
Science	17.6	19.0
Social Studies	20.1	19.3

District Name: CAMERON ISD
County Name: MILAM
District Number: 166901

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Staff Information

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	256.0	100.0%	711,768.0	100.0%
Professional Staff:	161.2	63.0%	456,057.2	64.1%
Teachers	132.6	51.8%	356,838.1	50.1%
Professional Support	15.4	6.0%	69,681.8	9.8%
Campus Administration (School Leadership)	11.1	4.4%	21,435.0	3.0%
Central Administration	2.0	0.8%	8,102.4	1.1%
Educational Aides:	31.8	12.4%	71,858.8	10.1%
Auxiliary Staff:	63.0	24.6%	183,852.0	25.8%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	2.0	n/a	4,429.0	n/a
Part-time	0.0	n/a	578.0	n/a
Counselors				
Full-time	5.0	n/a	12,131.0	n/a
Part-time	0.0	n/a	1,148.0	n/a
Total Minority Staff:	76.3	29.8%	355,077.7	49.9%
Teachers by Ethnicity and Sex:				
African American	4.0	3.0%	37,167.9	10.4%
Hispanic	18.0	13.6%	97,091.5	27.2%
White	107.6	81.1%	210,286.3	58.9%
American Indian	1.0	0.8%	1,247.6	0.3%
Asian	2.0	1.5%	5,714.6	1.6%
Pacific Islander	0.0	0.0%	1,278.4	0.4%
Two or More Races	0.0	0.0%	4,051.8	1.1%
Males	33.8	25.5%	84,692.8	23.7%
Females	98.8	74.5%	272,145.3	76.3%
Teachers by Highest Degree Held:				
No Degree	2.1	1.6%	5,127.0	1.4%
Bachelors	108.7	81.9%	264,252.5	74.1%
Masters	21.9	16.5%	85,077.3	23.8%
Doctorate	0.0	0.0%	2,381.2	0.7%
Teachers by Years of Experience:				
Beginning Teachers	10.1	7.6%	29,351.3	8.2%
1-5 Years Experience	35.9	27.1%	103,862.8	29.1%
6-10 Years Experience	25.0	18.9%	68,263.7	19.1%
11-20 Years Experience	39.6	29.9%	100,698.4	28.2%
Over 20 Years Experience	22.0	16.6%	54,661.9	15.3%
Number of Students per Teacher	14.0	n/a	15.1	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Staff Information

District Name: CAMERON ISD
County Name: MILAM
District Number: 166901

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	8.0	6.3
Average Years Experience of Principals with District	6.0	5.4
Average Years Experience of Assistant Principals	4.4	5.2
Average Years Experience of Assistant Principals with District	2.8	4.6
Average Years Experience of Teachers:	12.4	10.9
Average Years Experience of Teachers with District:	7.8	7.1
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$40,057	$47,667
1-5 Years Experience	$41,382	$49,663
6-10 Years Experience	$44,943	$52,056
11-20 Years Experience	$51,115	$55,246
Over 20 Years Experience	$53,629	$61,428
Average Actual Salaries (regular duties only):		
Teachers	$46,894	$53,334
Professional Support	$53,131	$63,165
Campus Administration (School Leadership)	$65,154	$77,712
Central Administration	$107,451	$102,300
Instructional Staff Percent:	63.3%	64.4%
Turnover Rate for Teachers:	18.6%	16.6%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,070.9
Educational Aides	0.0	208.7
Auxiliary Staff	0.0	384.2
Contracted Instructional Staff:	0.1	6,218.9

District Name: CAMERON ISD
County Name: MILAM
District Number: 166901

Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	177	9.6%	1,015,456	18.9%
Career & Technical Education	480	25.9%	1,391,689	25.8%
Gifted & Talented Education	74	4.0%	426,953	7.9%
Special Education	165	8.9%	488,463	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	1.6	1.2%	21,647.8	6.1%
Career & Technical Education	6.6	5.0%	16,795.1	4.7%
Compensatory Education	0.0	0.0%	9,854.5	2.8%
Gifted & Talented Education	0.1	0.1%	6,501.2	1.8%
Regular Education	114.3	86.2%	257,851.7	72.3%
Special Education	7.3	5.5%	31,950.9	9.0%
Other	2.7	2.0%	12,237.0	3.4%

'^'   Domain modeling data applied to year 2017.
'^^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-'   Indicates there are no students in the group.
'n/a'   Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2016-17Financial Actual Report

2017-18 Texas Academic Performance Report

District Name: **CAMERON ISD**

Campus Name: **CAMERON YOE H S**

Campus Number: **166901002**

2018 Accountability Rating: **Met Standard**

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District Name: CAMERON ISD
Campus Name: CAMERON YOE H S
Campus Number: 166901002

Total Students: 488
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)

STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^

End of Course English I

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2018	65%	57%	57%	*	*	*	-	-	-	*	*	*	*
	2017	64%	*	*	*	*	*	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	44%	39%	39%	*	*	*	-	-	-	*	*	*	*
	2017	43%	*	*	*	*	*	-	*	-	*	*	*	*
At Masters Grade Level	2018	7%	3%	3%	*	*	*	-	-	-	*	*	*	*
	2017	8%	*	*	*	*	*	-	*	-	*	*	*	*

End of Course English II

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2018	67%	63%	63%	*	*	79%	-	-	-	*	*	*	*
	2017	66%	*	*	*	*	*	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	48%	40%	40%	*	*	60%	-	-	-	*	*	*	*
	2017	45%	*	*	*	*	*	-	-	-	*	*	*	*
At Masters Grade Level	2018	8%	4%	4%	*	*	13%	-	-	-	*	*	*	*
	2017	6%	*	*	*	*	*	-	-	-	*	*	*	*

End of Course Algebra I

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2018	83%	83%	79%	*	73%	*	-	-	-	*	*	80%	*
	2017	83%	72%	66%	*	62%	*	-	-	-	*	*	63%	*
At Meets Grade Level or Above	2018	55%	39%	31%	*	32%	*	-	-	-	*	*	26%	*
	2017	48%	27%	17%	*	17%	*	-	-	-	*	*	17%	*
At Masters Grade Level	2018	32%	16%	11%	*	14%	*	-	-	-	*	*	11%	*
	2017	26%	14%	6%	*	7%	*	-	-	-	*	*	6%	*

End of Course Biology

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2018	87%	85%	85%	*	87%	95%	-	-	-	*	*	82%	*
	2017	86%	87%	87%	*	*	96%	-	*	-	*	*	82%	*
At Meets Grade Level or Above	2018	59%	52%	52%	*	50%	68%	-	-	-	*	*	42%	*
	2017	57%	43%	43%	*	*	64%	-	*	-	*	*	36%	*
At Masters Grade Level	2018	24%	15%	15%	*	15%	21%	-	-	-	*	*	10%	*
	2017	21%	10%	10%	*	*	30%	-	*	-	*	*	7%	*

End of Course U.S. History

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2018	92%	91%	91%	74%	92%	98%	-	-	-	*	*	86%	*
	2017	91%	88%	88%	*	84%	95%	-	*	-	*	*	85%	*
At Meets Grade Level or Above	2018	70%	69%	69%	41%	71%	84%	-	-	-	*	*	57%	*
	2017	66%	56%	56%	*	45%	81%	-	*	-	*	*	45%	*
At Masters Grade Level	2018	40%	40%	40%	26%	39%	50%	-	-	-	*	*	36%	*
	2017	35%	31%	31%	*	18%	57%	-	*	-	*	*	20%	*

All Grades All Subjects

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2018	77%	70%	73%	57%	70%	85%	-	-	-	*	*	69%	*
	2017	75%	65%	70%	*	67%	81%	-	*	-	*	*	63%	*
At Meets Grade Level or Above	2018	48%	39%	45%	22%	42%	63%	-	-	-	*	*	37%	*
	2017	45%	32%	37%	*	32%	57%	-	*	-	*	*	29%	*
At Masters Grade Level	2018	22%	14%	13%	6%	12%	20%	-	-	-	*	*	11%	*
	2017	20%	11%	9%	*	5%	17%	-	*	-	*	*	6%	*

All Grades ELA/Reading

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2018	74%	70%	60%	*	*	76%	-	-	-	*	*	55%	*
	2017	72%	63%	58%	*	*	*	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	46%	40%	39%	*	*	58%	-	-	-	*	*	34%	*
	2017	44%	33%	36%	*	*	*	-	*	-	*	*	*	*

District Name: CAMERON ISD
Campus Name: CAMERON YOE H S
Campus Number: 166901002

Total Students: 488
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	19%	13%	4%	*	*	9%	-	-	-	*	*	3%	*
	2017	19%	10%	1%	*	*	*	-	*	-	*	*	*	*
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	76%	79%	*	73%	*	-	-	-	*	*	80%	*
	2017	79%	70%	66%	*	62%	*	-	-	-	*	*	63%	*
At Meets Grade Level or Above	2018	50%	40%	31%	*	32%	*	-	-	-	*	*	26%	*
	2017	46%	33%	17%	*	17%	*	-	-	-	*	*	17%	*
At Masters Grade Level	2018	24%	17%	11%	*	14%	*	-	-	-	*	*	11%	*
	2017	22%	13%	6%	*	7%	*	-	-	-	*	*	6%	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	68%	85%	*	87%	95%	-	-	-	*	*	82%	*
	2017	79%	69%	87%	*	*	96%	-	*	-	*	*	82%	*
At Meets Grade Level or Above	2018	51%	38%	52%	*	50%	68%	-	-	-	*	*	42%	*
	2017	49%	36%	43%	*	*	64%	-	*	-	*	*	36%	*
At Masters Grade Level	2018	23%	12%	15%	*	15%	21%	-	-	-	*	*	10%	*
	2017	19%	9%	10%	*	*	30%	-	*	-	*	*	7%	*
All Grades Social Studies														
At Approaches Grade Level or Above	2018	78%	62%	91%	74%	92%	98%	-	-	-	*	*	86%	*
	2017	77%	61%	88%	*	84%	95%	-	*	-	*	*	85%	*
At Meets Grade Level or Above	2018	53%	40%	69%	41%	71%	84%	-	-	-	*	*	57%	*
	2017	49%	33%	56%	*	45%	81%	-	*	-	*	*	45%	*
At Masters Grade Level	2018	31%	21%	40%	26%	39%	50%	-	-	-	*	*	36%	*
	2017	27%	18%	31%	*	18%	57%	-	*	-	*	*	20%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Progress

District Name: CAMERON ISD
Campus Name: CAMERON YOE H S
Campus Number: 166901002

Total Students: 488
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
End of Course English II	2018	67	61	**61**	61	56	67	-	-	-	*	*	57	*
End of Course Algebra I	2018	72	59	**56**	47	58	59	-	-	-	*	*	53	*
All Grades Both Subjects	2018	69	71	**58**	53	57	63	-	-	-	*	*	55	50
All Grades ELA/Reading	2018	69	70	**61**	61	56	67	-	-	-	*	*	57	*
All Grades Mathematics	2018	70	71	**56**	47	58	59	-	-	-	*	*	53	*

District Name: CAMERON ISD
Campus Name: CAMERON YOE H S
Campus Number: 166901002

Total Students: 488
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)

Student Success Initiative

Grade 8 Reading
STAAR Met Standard (Non-Proficient in Previous Year)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Promoted to Grade 9	2018	8%	*	*	*	*	*	-	-	-	*	*	*	*

Grade 8 Mathematics
STAAR Met Standard (Non-Proficient in Previous Year)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Promoted to Grade 9	2018	45%	46%	**46%**	*	*	*	-	-	-	-	*	45%	*

District Name: CAMERON ISD
Campus Name: CAMERON YOE H S
Campus Number: 166901002

Total Students: 488
Grade Span: 09 - 12
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level^															
All Grades All Subjects															
At Approaches Grade Level or Above	2018	77%	70%	73%	-	-	-	-	-	*	-	*	-	*	*
	2017	75%	65%	70%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	48%	39%	45%	-	-	-	-	-	*	-	*	-	*	*
	2017	45%	32%	37%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	22%	14%	13%	-	-	-	-	-	*	-	*	-	*	*
	2017	20%	11%	9%	-	-	-	-	-	*	-	*	-	*	*
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	70%	60%	-	-	-	-	-	*	-	*	-	*	*
	2017	72%	63%	58%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	46%	40%	39%	-	-	-	-	-	*	-	*	-	*	*
	2017	44%	33%	36%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	19%	13%	4%	-	-	-	-	-	*	-	*	-	*	*
	2017	19%	10%	1%	-	-	-	-	-	*	-	*	-	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	76%	79%	-	-	-	-	-	*	-	*	-	*	*
	2017	79%	70%	66%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	50%	40%	31%	-	-	-	-	-	*	-	*	-	*	*
	2017	46%	33%	17%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	24%	17%	11%	-	-	-	-	-	*	-	*	-	*	*
	2017	22%	13%	6%	-	-	-	-	-	*	-	*	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2018	80%	68%	85%	-	-	-	-	-	*	-	*	-	*	*
	2017	79%	69%	87%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	51%	38%	52%	-	-	-	-	-	*	-	*	-	*	*
	2017	49%	36%	43%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	23%	12%	15%	-	-	-	-	-	*	-	*	-	*	*
	2017	19%	9%	10%	-	-	-	-	-	*	-	*	-	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2018	78%	62%	91%	-	-	-	-	-	-	-	-	-	-	-
	2017	77%	61%	88%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	53%	40%	69%	-	-	-	-	-	-	-	-	-	-	-
	2017	49%	33%	56%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	31%	21%	40%	-	-	-	-	-	-	-	-	-	-	-
	2017	27%	18%	31%	-	-	-	-	-	*	-	*	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2018	69	71	58	-	-	-	-	-	*	-	*	-	*	*

District Name: CAMERON ISD
Campus Name: CAMERON YOE H S
Campus Number: 166901002

Total Students: 488
Grade Span: 09 - 12
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
All Grades ELA/Reading	2018	69	70	61	-	-	-	-	-	*	-	*	-	*	*
All Grades Mathematics	2018	70	71	56	-	-	-	-	-	*	-	*	-	*	*

District Name: CAMERON ISD
Campus Name: CAMERON YOE H S
Campus Number: 166901002

Total Students: 488
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**99%**	99%	99%	99%	-	-	-	100%	99%	100%	100%
Included in Accountability	94%	96%	**95%**	93%	97%	95%	-	-	-	100%	85%	94%	100%
Not Included in Accountability													
Mobile	4%	3%	**4%**	6%	2%	4%	-	-	-	0%	13%	5%	0%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%
Not Tested	1%	0%	**1%**	1%	1%	1%	-	-	-	0%	1%	0%	0%
Absent	1%	0%	**1%**	1%	1%	1%	-	-	-	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	100%	98%	100%	-	*	-	100%	100%	99%	92%
Included in Accountability	94%	96%	**95%**	97%	96%	94%	-	*	-	100%	98%	94%	85%
Not Included in Accountability													
Mobile	4%	3%	**4%**	3%	3%	6%	-	*	-	0%	2%	5%	8%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	2%	0%	-	*	-	0%	0%	1%	8%
Absent	1%	1%	**1%**	0%	2%	0%	-	*	-	0%	0%	1%	8%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

District Name: CAMERON ISD
Campus Name: CAMERON YOE H S
Campus Number: 166901002

Total Students: 488
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2016-17	95.7%	95.6%	**94.8%**	95.8%	93.7%	95.7%	-	*	-	94.0%	91.8%	93.7%	89.0%
2015-16	95.8%	95.7%	**94.9%**	95.6%	94.2%	95.3%	-	*	-	94.1%	93.2%	93.7%	87.9%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	1.4%	**1.4%**	2.2%	2.2%	0.0%	-	*	-	0.0%	0.0%	1.4%	0.0%
2015-16	2.0%	0.2%	**0.2%**	0.0%	0.5%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	96.0%	**96.0%**	100.0%	91.5%	100.0%	-	-	-	*	100.0%	96.7%	*
Received TxCHSE	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	4.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	5.9%	4.0%	**4.0%**	0.0%	8.5%	0.0%	-	-	-	*	0.0%	3.3%	*
Graduates and TxCHSE	90.1%	96.0%	**96.0%**	100.0%	91.5%	100.0%	-	-	-	*	100.0%	96.7%	*
Graduates, TxCHSE, and Continuers	94.1%	96.0%	**96.0%**	100.0%	91.5%	100.0%	-	-	-	*	100.0%	96.7%	*
Class of 2016													
Graduated	89.1%	89.3%	**89.3%**	88.2%	89.4%	89.2%	-	-	-	*	92.3%	87.9%	*
Received TxCHSE	0.5%	1.0%	**1.0%**	0.0%	0.0%	2.7%	-	-	-	*	0.0%	1.5%	*
Continued HS	4.2%	6.8%	**6.8%**	11.8%	6.4%	5.4%	-	-	-	*	7.7%	7.6%	*
Dropped Out	6.2%	2.9%	**2.9%**	0.0%	4.3%	2.7%	-	-	-	*	0.0%	3.0%	*
Graduates and TxCHSE	89.6%	90.3%	**90.3%**	88.2%	89.4%	91.9%	-	-	-	*	92.3%	89.4%	*
Graduates, TxCHSE, and Continuers	93.8%	97.1%	**97.1%**	100.0%	95.7%	97.3%	-	-	-	*	100.0%	97.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	93.1%	**93.1%**	88.2%	93.5%	94.4%	-	-	-	*	100.0%	90.8%	*
Received TxCHSE	0.7%	1.0%	**1.0%**	0.0%	0.0%	2.8%	-	-	-	*	0.0%	1.5%	*
Continued HS	1.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.6%	5.9%	**5.9%**	11.8%	6.5%	2.8%	-	-	-	*	0.0%	7.7%	*
Graduates and TxCHSE	92.2%	94.1%	**94.1%**	88.2%	93.5%	97.2%	-	-	-	*	100.0%	92.3%	*
Graduates, TxCHSE, and Continuers	93.4%	94.1%	**94.1%**	88.2%	93.5%	97.2%	-	-	-	*	100.0%	92.3%	*
Class of 2015													
Graduated	91.3%	95.4%	**95.4%**	93.8%	94.1%	97.1%	-	-	-	*	83.3%	92.7%	*
Received TxCHSE	0.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	1.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.7%	4.6%	**4.6%**	6.3%	5.9%	2.9%	-	-	-	*	16.7%	7.3%	*
Graduates and TxCHSE	92.1%	95.4%	**95.4%**	93.8%	94.1%	97.1%	-	-	-	*	83.3%	92.7%	*
Graduates, TxCHSE, and Continuers	93.3%	95.4%	**95.4%**	93.8%	94.1%	97.1%	-	-	-	*	83.3%	92.7%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	95.4%	**95.4%**	93.8%	94.1%	97.1%	-	-	-	*	83.3%	92.7%	*

District Name: CAMERON ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 488
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.7%	4.6%	4.6%	6.3%	5.9%	2.9%	-	-	-	*	16.7%	7.3%	*
Graduates and TxCHSE	92.8%	95.4%	95.4%	93.8%	94.1%	97.1%	-	-	-	*	83.3%	92.7%	*
Graduates, TxCHSE, and Continuers	93.3%	95.4%	95.4%	93.8%	94.1%	97.1%	-	-	-	*	83.3%	92.7%	*
Class of 2014													
Graduated	90.9%	95.8%	95.8%	94.4%	93.1%	97.9%	-	*	-	-	100.0%	91.8%	*
Received TxCHSE	1.2%	1.0%	1.0%	0.0%	3.4%	0.0%	-	*	-	-	0.0%	2.0%	*
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	*
Dropped Out	7.2%	3.1%	3.1%	5.6%	3.4%	2.1%	-	*	-	-	0.0%	6.1%	*
Graduates and TxCHSE	92.2%	96.9%	96.9%	94.4%	96.6%	97.9%	-	*	-	-	100.0%	93.9%	*
Graduates, TxCHSE, and Continuers	92.8%	96.9%	96.9%	94.4%	96.6%	97.9%	-	*	-	-	100.0%	93.9%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	94.2%	94.2%	100.0%	89.8%	97.4%	-	-	-	*	100.0%	93.8%	*
Class of 2016	89.1%	88.5%	88.5%	83.3%	89.4%	89.2%	-	-	-	*	92.3%	87.9%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	88.4%	88.4%	75.0%	90.7%	89.2%	-	-	-	*	33.3%	81.4%	*
Class of 2016	87.4%	87.0%	87.0%	66.7%	92.9%	87.9%	-	-	-	*	8.3%	84.5%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	*	*	-	-	*	-	-	-	-	-	-	-
Class of 2016	5.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	*	*	-	-	*	-	-	-	-	-	-	-
Class of 2016	54.0%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	88.5%	88.5%	75.0%	90.7%	89.5%	-	-	-	*	33.3%	81.4%	*
Class of 2016	85.1%	87.0%	87.0%	66.7%	92.9%	87.9%	-	-	-	*	8.3%	84.5%	*
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	85.7%	85.7%	75.0%	87.0%	86.5%	-	-	-	*	30.8%	78.6%	*
2015-16	85.6%	87.9%	87.9%	66.7%	95.1%	87.9%	-	-	-	*	8.3%	86.4%	*
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	*	*	-	-	*	-	-	-	-	-	-	-
2015-16	5.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	*	*	-	-	*	-	-	-	-	-	-	-
2015-16	51.9%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	85.9%	85.9%	75.0%	87.0%	86.8%	-	-	-	*	30.8%	78.6%	*
2015-16	83.3%	87.9%	87.9%	66.7%	95.1%	87.9%	-	-	-	*	8.3%	86.4%	*

District Name: CAMERON ISD
Campus Name: CAMERON YOE H S
Campus Number: 166901002

Total Students: 488
Grade Span: 09 - 12
School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	99	100.0%	99	334,424
By Ethnicity:				
African American	12	12.1%	12	42,132
Hispanic	46	46.5%	46	164,446
White	38	38.4%	38	105,748
American Indian	0	0.0%	0	1,254
Asian	0	0.0%	0	14,036
Pacific Islander	0	0.0%	0	525
Two or More Races	3	3.0%	3	6,283
By Graduation Type:				
Minimum H.S. Program	14	14.1%	14	37,072
Recommended H.S. Program/Distinguished Achievement Program	84	84.8%	84	252,091
Foundation H.S. Program (No Endorsement)	0	0.0%	0	16,650
Foundation H.S. Program (Endorsement)	0	0.0%	0	3,212
Foundation H.S. Program (DLA)	1	1.0%	1	25,399
Special Education Graduates	13	13.1%	13	25,105
Economically Disadvantaged Graduates	56	56.6%	56	159,476
LEP Graduates	1	1.0%	1	17,579
At-Risk Graduates	26	26.3%	26	132,112

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus College, Career, and Military Readiness (CCMR)

District Name: CAMERON ISD
Campus Name: CAMERON YOE H S
Campus Number: 166901002

Total Students: 488
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	38.4%	**38.4%**	29.2%	26.1%	51.3%	-	-	-	*	26.9%	33.9%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	20.2%	**20.2%**	0.0%	10.9%	31.6%	-	-	-	*	0.0%	14.3%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	32.3%	**32.3%**	16.7%	17.4%	50.0%	-	-	-	*	0.0%	21.4%	*
Mathematics													
2016-17	42.0%	22.2%	**22.2%**	0.0%	13.0%	34.2%	-	-	-	*	0.0%	16.1%	*
Both Subjects													
2016-17	37.8%	19.2%	**19.2%**	0.0%	10.9%	28.9%	-	-	-	*	0.0%	14.3%	*
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	6.1%	**6.1%**	0.0%	0.0%	15.8%	-	-	-	*	0.0%	3.6%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	1.0%	**1.0%**	0.0%	0.0%	2.6%	-	-	-	*	0.0%	1.8%	*
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	23.2%	**23.2%**	29.2%	15.2%	30.3%	-	-	-	*	26.9%	22.3%	*
Approved Industry-Based Certification (Annual Graduates)													
2016-17	2.7%	5.1%	**5.1%**	8.3%	2.2%	7.9%	-	-	-	*	0.0%	3.6%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	2.0%	**2.0%**	0.0%	0.0%	5.3%	-	-	-	*	15.4%	3.6%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	31.3%	**31.3%**	50.0%	21.7%	34.2%	-	-	-	*	23.1%	28.6%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	2.0%	**2.0%**	0.0%	2.2%	2.6%	-	-	-	*	0.0%	1.8%	*

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	19.2%	**19.2%**	16.7%	17.4%	18.4%	-	-	-	*	0.0%	16.1%	*
2015-16	22.6%	14.3%	**14.3%**	13.3%	14.6%	15.2%	-	-	-	*	8.3%	13.6%	*
Mathematics													
2016-17	19.8%	13.1%	**13.1%**	0.0%	13.0%	10.5%	-	-	-	*	0.0%	12.5%	*
2015-16	18.1%	20.9%	**20.9%**	6.7%	22.0%	27.3%	-	-	-	*	0.0%	18.6%	*
Both Subjects													
2016-17	12.9%	8.1%	**8.1%**	0.0%	10.9%	2.6%	-	-	-	*	0.0%	8.9%	*
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	51.5%	**51.5%**	58.3%	39.1%	60.5%	-	-	-	*	38.5%	44.6%	*
2015-16	47.8%	45.1%	**45.1%**	46.7%	51.2%	39.4%	-	-	-	*	41.7%	47.5%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Mathematics													
2016-17	1.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Both Subjects													
2016-17	0.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	n/a	0.0%	n/a
2016	25.5%	3.5%	**3.5%**	3.3%	3.3%	2.7%	-	-	-	20.0%	n/a	3.1%	n/a
English Language Arts													
2017	15.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	n/a	0.0%	n/a
2016	15.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	n/a	0.0%	n/a
Mathematics													
2017	7.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	n/a	0.0%	n/a
2016	6.8%	3.5%	**3.5%**	3.3%	3.3%	2.7%	-	-	-	20.0%	n/a	3.1%	n/a
Science													
2017	10.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	n/a	0.0%	n/a
2016	10.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	n/a	0.0%	n/a
Social Studies													
2017	15.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	n/a	0.0%	n/a
2016	14.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	-	**-**	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	14.3%	**14.3%**	*	*	*	-	-	-	*	n/a	*	n/a
English Language Arts													
2017	41.3%	-	**-**	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	-	**-**	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	-	**-**	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	14.3%	**14.3%**	*	*	*	-	-	-	*	n/a	*	n/a
Science													
2017	38.3%	-	**-**	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	-	**-**	-	-	-	-	-	-	-	n/a	-	n/a

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Social Studies													
2017	41.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	34.3%	**34.3%**	25.0%	17.4%	52.6%	-	-	-	*	n/a	21.3%	n/a
Class of 2016	71.6%	53.8%	**53.8%**	40.0%	58.5%	54.5%	-	-	-	*	n/a	46.6%	n/a
At/Above Criterion													
Class of 2017	22.3%	20.6%	**20.6%**	*	0.0%	35.0%	-	-	-	*	n/a	7.7%	n/a
Class of 2016	22.5%	10.2%	**10.2%**	0.0%	8.3%	11.1%	-	-	-	*	n/a	11.1%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1004	**1004**	*	917	1066	-	-	-	*	n/a	1006	n/a
Class of 2016	1375	1310	**1310**	*	1252	1371	-	-	-	*	n/a	1286	n/a
English Language Arts													
Class of 2017	512	510	**510**	*	461	543	-	-	-	*	n/a	517	n/a
Class of 2016	903	859	**859**	*	812	917	-	-	-	*	n/a	839	n/a
Mathematics													
Class of 2017	507	491	**491**	*	450	522	-	-	-	*	n/a	482	n/a
Class of 2016	472	451	**451**	*	441	453	-	-	-	*	n/a	447	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	20.2	**20.2**	*	*	21.2	-	-	-	*	n/a	*	n/a
Class of 2016	20.3	18.9	**18.9**	16.8	19.1	19.5	-	-	-	*	n/a	19.3	n/a
English Language Arts													
Class of 2017	19.9	19.9	**19.9**	*	*	21.0	-	-	-	*	n/a	*	n/a
Class of 2016	19.8	18.4	**18.4**	15.6	18.5	19.5	-	-	-	*	n/a	18.8	n/a
Mathematics													
Class of 2017	20.4	20.3	**20.3**	*	*	21.2	-	-	-	*	n/a	*	n/a
Class of 2016	20.5	18.5	**18.5**	16.8	18.8	18.5	-	-	-	*	n/a	18.7	n/a
Science													
Class of 2017	20.6	20.0	**20.0**	*	*	20.8	-	-	-	*	n/a	*	n/a
Class of 2016	20.5	19.8	**19.8**	18.3	19.6	20.5	-	-	-	*	n/a	19.9	n/a

District Name: CAMERON ISD
Campus Name: CAMERON YOE H S
Campus Number: 166901002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Other Postsecondary Indicators

Total Students: 488
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2016-17	37.1%	19.2%	**19.2%**	9.6%	19.6%	20.9%	-	*	-	62.5%	1.9%	15.0%	0.0%
2015-16	35.9%	16.6%	**16.6%**	8.4%	14.4%	23.2%	-	*	-	22.2%	1.9%	13.9%	0.0%
English Language Arts													
2016-17	16.8%	3.5%	**3.5%**	1.3%	3.0%	4.7%	-	*	-	12.5%	0.0%	2.1%	0.0%
2015-16	16.2%	0.7%	**0.7%**	0.0%	0.5%	1.2%	-	*	-	0.0%	0.0%	0.3%	0.0%
Mathematics													
2016-17	19.5%	18.7%	**18.7%**	8.3%	18.0%	21.5%	-	*	-	71.4%	0.0%	13.7%	0.0%
2015-16	19.3%	16.2%	**16.2%**	7.8%	13.2%	23.9%	-	*	-	25.0%	3.3%	14.0%	*
Science													
2016-17	5.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2015-16	5.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Social Studies													
2016-17	21.8%	2.4%	**2.4%**	0.0%	3.1%	2.9%	-	*	-	0.0%	0.0%	1.4%	0.0%
2015-16	20.8%	1.5%	**1.5%**	0.0%	1.1%	2.7%	-	*	-	0.0%	0.0%	0.8%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE) *** 2015-16 data was updated January 2019 ***													
2015-16	54.7%	61.5%	**61.5%**	80.0%	56.1%	60.6%	-	-	-	*	41.7%	58.6%	*
2014-15	56.1%	59.3%	**59.3%**	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	44.2%	**44.2%**	27.3%	34.8%	66.7%	-	-	-	-	0.0%	42.4%	*
2014-15	55.6%	42.9%	**42.9%**	-	-	-	-	-	-	-	-	-	-

District Name: CAMERON ISD
Campus Name: CAMERON YOE H S
Campus Number: 166901002

Total Students: 488
Grade Span: 09 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
Total Students	488	100.0%	1,850	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	8.9%	4.3%
Kindergarten	0	0.0%	5.8%	6.9%
Grade 1	0	0.0%	7.3%	7.2%
Grade 2	0	0.0%	7.4%	7.3%
Grade 3	0	0.0%	7.7%	7.6%
Grade 4	0	0.0%	8.2%	7.7%
Grade 5	0	0.0%	7.7%	7.7%
Grade 6	0	0.0%	6.3%	7.5%
Grade 7	0	0.0%	7.4%	7.5%
Grade 8	0	0.0%	6.9%	7.4%
Grade 9	144	29.5%	7.8%	8.0%
Grade 10	115	23.6%	6.2%	7.4%
Grade 11	128	26.2%	6.9%	6.9%
Grade 12	101	20.7%	5.5%	6.4%
Ethnic Distribution:				
African American	85	17.4%	16.4%	12.6%
Hispanic	215	44.1%	47.6%	52.4%
White	178	36.5%	33.5%	27.8%
American Indian	0	0.0%	0.0%	0.4%
Asian	2	0.4%	0.3%	4.4%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	8	1.6%	2.2%	2.3%
Economically Disadvantaged	306	62.7%	71.8%	58.8%
Non-Educationally Disadvantaged	182	37.3%	28.2%	41.2%
English Learners (EL)	7	1.4%	9.6%	18.8%
Students w/ Disciplinary Placements (2016-17)	4	0.8%	0.3%	1.3%
At-Risk	232	47.5%	46.7%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	42			
By Type of Primary Disability				
Students with Intellectual Disabilities	26	61.9%	40.0%	43.3%
Students with Physical Disabilities	*	*	23.6%	21.9%
Students with Autism	*	*	**	13.2%
Students with Behavioral Disabilities	12	28.6%	27.3%	20.3%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.4%
Mobility (2016-17):				
Total Mobile Students	58	11.4%	9.1%	16.0%
By Ethnicity:				
African American	12	2.4%		

District Name: CAMERON ISD
Campus Name: CAMERON YOE H S
Campus Number: 166901002

Total Students: 488
Grade Span: 09 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
Hispanic	28	5.5%		
White	18	3.5%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	Non-Special Education Rates Campus	Non-Special Education Rates District	Non-Special Education Rates State	Special Education Rates Campus	Special Education Rates District	Special Education Rates State
Retention Rates by Grade:						
Kindergarten	-	3.4%	1.8%	-	11.8%	6.9%
Grade 1	-	4.1%	3.4%	-	0.0%	6.2%
Grade 2	-	2.9%	2.1%	-	0.0%	2.6%
Grade 3	-	0.0%	1.3%	-	0.0%	1.0%
Grade 4	-	0.8%	0.6%	-	0.0%	0.5%
Grade 5	-	0.0%	0.7%	-	0.0%	0.6%
Grade 6	-	0.0%	0.5%	-	0.0%	0.6%
Grade 7	-	0.0%	0.7%	-	0.0%	0.6%
Grade 8	-	0.0%	0.6%	-	9.1%	0.8%
Grade 9	7.8%	7.8%	8.0%	0.0%	0.0%	13.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	15.4	18.7
Grade 1	-	17.6	18.8
Grade 2	-	18.9	18.8
Grade 3	-	17.9	19.0
Grade 4	-	18.7	19.2
Grade 5	-	20.0	21.2
Grade 6	-	21.0	20.3
Secondary:			
English/Language Arts	15.8	18.4	16.7
Foreign Languages	19.1	19.1	18.6
Mathematics	14.7	15.4	17.9
Science	16.2	17.6	19.0
Social Studies	20.2	20.1	19.3

District Name: CAMERON ISD
Campus Name: CAMERON YOE H S
Campus Number: 166901002

Total Students: 488
Grade Span: 09 - 12
School Type: High School

| Staff Information | --------------- Campus --------------- | | District | State |
	Count/Average	Percent		
Total Staff	49.5	100.0%	100.0%	100.0%
Professional Staff:	44.5	89.9%	63.0%	64.1%
Teachers	37.8	76.4%	51.8%	50.1%
Professional Support	3.6	7.3%	6.0%	9.8%
Campus Administration (School Leadership)	3.1	6.3%	4.4%	3.0%
Educational Aides:	5.0	10.1%	12.4%	10.1%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	2.0	4,429.0
Part-time	0.0	n/a	0.0	578.0
Counselors				
Full-time	2.0	n/a	5.0	12,131.0
Part-time	0.0	n/a	0.0	1,148.0
Total Minority Staff:	10.9	22.0%	29.8%	49.9%
Teachers by Ethnicity and Sex:				
African American	1.0	2.6%	3.0%	10.4%
Hispanic	6.0	15.9%	13.6%	27.2%
White	29.9	79.1%	81.1%	58.9%
American Indian	0.0	0.0%	0.8%	0.3%
Asian	0.9	2.3%	1.5%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	22.8	60.4%	25.5%	23.7%
Females	15.0	39.6%	74.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	1.0	2.6%	1.6%	1.4%
Bachelors	26.0	68.8%	81.9%	74.1%
Masters	10.8	28.6%	16.5%	23.8%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.9	7.6%	7.6%	8.2%
1-5 Years Experience	9.9	26.2%	27.1%	29.1%
6-10 Years Experience	7.9	20.9%	18.9%	19.1%
11-20 Years Experience	11.7	31.0%	29.9%	28.2%
Over 20 Years Experience	5.4	14.2%	16.6%	15.3%
Number of Students per Teacher	12.9	n/a	14.0	15.1

District Name: CAMERON ISD
Campus Name: CAMERON YOE H S
Campus Number: 166901002

Total Students: 488
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	8.0	6.3
Average Years Experience of Principals with District	5.0	6.0	5.4
Average Years Experience of Assistant Principals	9.0	4.4	5.2
Average Years Experience of Assistant Principals with District	9.0	2.8	4.6
Average Years Experience of Teachers:	11.7	12.4	10.9
Average Years Experience of Teachers with District:	4.9	7.8	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$40,552	$40,057	$47,667
1-5 Years Experience	$39,841	$41,382	$49,663
6-10 Years Experience	$45,430	$44,943	$52,056
11-20 Years Experience	$56,405	$51,115	$55,246
Over 20 Years Experience	$51,414	$53,629	$61,428
Average Actual Salaries (regular duties only):			
Teachers	$47,850	$46,894	$53,334
Professional Support	$54,639	$53,131	$63,165
Campus Administration (School Leadership)	$66,227	$65,154	$77,712
Instructional Staff Percent:	n/a	63.3%	64.4%
Contracted Instructional Staff (not incl. above):	0.1	0.1	6,218.9

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

District Name: CAMERON ISD
Campus Name: CAMERON YOE H S
Campus Number: 166901002

Total Students: 488
Grade Span: 09 - 12
School Type: High School

Program Information	Campus		District	State
	Count	**Percent**	**District**	**State**
Student Enrollment by Program:				
Bilingual/ESL Education	7	1.4%	9.6%	18.9%
Career & Technical Education	462	94.7%	25.9%	25.8%
Gifted & Talented Education	30	6.1%	4.0%	7.9%
Special Education	42	8.6%	8.9%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.2	0.5%	1.2%	6.1%
Career & Technical Education	6.2	16.3%	5.0%	4.7%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	0.1%	1.8%
Regular Education	26.5	70.1%	86.2%	72.3%
Special Education	2.3	6.1%	5.5%	9.0%
Other	2.7	7.1%	2.0%	3.4%

'^' Domain modeling data applied to year 2017.
'^^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2016-17 Financial Actual Report

2017-18 Texas Academic Performance Report

District Name: **CAMERON ISD**

Campus Name: **CAMERON MIDDLE**

Campus Number: **166901041**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness

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District Name: CAMERON ISD
Campus Name: CAMERON MIDDLE
Campus Number: 166901041

Total Students: 380
Grade Span: 06 - 08
School Type: Middle

STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
Grade 6 Reading														
At Approaches Grade Level or Above	2018	69%	73%	73%	*	76%	83%	-	-	-	*	*	71%	*
	2017	69%	68%	68%	*	*	80%	-	*	-	*	*	60%	*
At Meets Grade Level or Above	2018	39%	34%	34%	*	29%	44%	-	-	-	*	*	28%	*
	2017	37%	28%	28%	*	*	52%	-	*	-	*	*	22%	*
At Masters Grade Level	2018	19%	19%	19%	*	19%	22%	-	-	-	*	*	14%	*
	2017	18%	13%	13%	*	*	26%	-	*	-	*	*	9%	*
Grade 6 Mathematics														
At Approaches Grade Level or Above	2018	77%	*	*	*	*	*	-	-	-	-	*	*	*
	2017	76%	71%	71%	*	*	85%	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	44%	*	*	*	*	*	-	-	-	-	*	*	*
	2017	43%	34%	34%	*	*	50%	-	*	-	*	*	*	*
At Masters Grade Level	2018	18%	*	*	*	*	*	-	-	-	-	*	*	*
	2017	18%	9%	9%	*	*	22%	-	*	-	*	*	*	*
Grade 7 Reading														
At Approaches Grade Level or Above	2018	74%	73%	73%	*	67%	86%	-	*	-	*	*	64%	*
	2017	73%	59%	59%	*	49%	73%	-	-	-	*	*	51%	*
At Meets Grade Level or Above	2018	48%	53%	53%	*	43%	68%	-	*	-	*	*	44%	*
	2017	42%	19%	19%	*	13%	35%	-	-	-	*	*	14%	*
At Masters Grade Level	2018	29%	19%	19%	*	12%	27%	-	*	-	*	*	12%	*
	2017	23%	9%	9%	*	7%	14%	-	-	-	*	*	9%	*
Grade 7 Mathematics														
At Approaches Grade Level or Above	2018	72%	70%	70%	*	67%	84%	-	-	-	*	*	60%	*
	2017	70%	54%	54%	*	46%	74%	-	-	-	*	*	51%	*
At Meets Grade Level or Above	2018	40%	37%	37%	*	33%	50%	-	-	-	*	*	26%	*
	2017	40%	25%	25%	*	21%	42%	-	-	-	*	*	20%	*
At Masters Grade Level	2018	18%	14%	14%	*	15%	16%	-	-	-	*	*	10%	*
	2017	17%	8%	8%	*	7%	13%	-	-	-	*	*	5%	*
Grade 7 Writing														
At Approaches Grade Level or Above	2018	69%	62%	62%	*	*	81%	-	*	-	*	*	52%	*
	2017	70%	*	*	*	*	*	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	43%	34%	34%	*	*	51%	-	*	-	*	*	25%	*
	2017	39%	*	*	*	*	*	-	-	-	*	*	*	*
At Masters Grade Level	2018	15%	10%	10%	*	*	17%	-	*	-	*	*	5%	*
	2017	12%	*	*	*	*	*	-	-	-	*	*	*	*
Grade 8 Reading^^														
At Approaches Grade Level or Above	2018	86%	93%	93%	*	*	97%	-	-	-	*	*	91%	*
	2017	86%	80%	80%	*	80%	87%	-	-	-	*	*	79%	*
At Meets Grade Level or Above	2018	49%	40%	40%	*	*	63%	-	-	-	*	*	37%	*
	2017	50%	35%	35%	*	34%	46%	-	-	-	*	*	33%	*
At Masters Grade Level	2018	27%	14%	14%	*	*	23%	-	-	-	*	*	12%	*
	2017	23%	13%	13%	*	11%	20%	-	-	-	*	*	8%	*
Grade 8 Mathematics^^														
At Approaches Grade Level or Above	2018	86%	78%	78%	*	*	86%	-	*	-	*	*	74%	*
	2017	85%	76%	76%	*	*	*	-	-	-	*	*	76%	*
At Meets Grade Level or Above	2018	51%	35%	35%	*	*	52%	-	*	-	*	*	29%	*

District Name: CAMERON ISD
Campus Name: CAMERON MIDDLE
Campus Number: 166901041

Total Students: 380
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
	2017	45%	35%	35%	*	*	*	-	-	-	*	*	35%	*
At Masters Grade Level	2018	15%	8%	8%	*	*	17%	-	*	-	*	*	6%	*
	2017	13%	5%	5%	*	*	*	-	-	-	*	*	6%	*
Grade 8 Science														
At Approaches Grade Level or Above	2018	76%	58%	58%	*	50%	76%	-	-	-	*	*	49%	*
	2017	76%	61%	61%	*	*	75%	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	52%	32%	32%	*	27%	51%	-	-	-	*	*	24%	*
	2017	48%	33%	33%	*	*	48%	-	-	-	*	*	*	*
At Masters Grade Level	2018	28%	13%	13%	*	11%	24%	-	-	-	*	*	10%	*
	2017	19%	7%	7%	*	*	14%	-	-	-	*	*	*	*
Grade 8 Social Studies														
At Approaches Grade Level or Above	2018	65%	*	*	*	*	*	-	-	-	*	*	*	*
	2017	63%	34%	34%	*	*	48%	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	36%	*	*	*	*	*	-	-	-	*	*	*	*
	2017	33%	10%	10%	*	*	18%	-	-	-	*	*	*	*
At Masters Grade Level	2018	21%	*	*	*	*	*	-	-	-	*	*	*	*
	2017	19%	5%	5%	*	*	11%	-	-	-	*	*	*	*
End of Course Algebra I														
At Approaches Grade Level or Above	2018	83%	83%	100%	-	*	100%	-	-	-	-	-	*	*
	2017	83%	72%	100%	*	100%	100%	-	-	-	-	-	100%	*
At Meets Grade Level or Above	2018	55%	39%	78%	-	*	81%	-	-	-	-	-	*	*
	2017	48%	27%	72%	*	58%	88%	-	-	-	-	-	56%	*
At Masters Grade Level	2018	32%	16%	37%	-	*	50%	-	-	-	-	-	*	*
	2017	26%	14%	52%	*	42%	63%	-	-	-	-	-	38%	*
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	70%	67%	*	62%	80%	-	*	-	*	*	60%	65%
	2017	75%	65%	63%	47%	58%	75%	-	*	-	*	*	58%	*
At Meets Grade Level or Above	2018	48%	39%	34%	*	26%	50%	-	*	-	*	*	27%	27%
	2017	45%	32%	28%	10%	23%	42%	-	*	-	*	*	22%	*
At Masters Grade Level	2018	22%	14%	12%	*	9%	19%	-	*	-	*	*	8%	8%
	2017	20%	11%	9%	4%	6%	16%	-	*	-	*	*	6%	*
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	70%	79%	*	79%	88%	-	*	-	*	*	75%	*
	2017	72%	63%	69%	*	65%	81%	-	*	-	*	*	64%	*
At Meets Grade Level or Above	2018	46%	40%	43%	*	32%	58%	-	*	-	*	*	36%	*
	2017	44%	33%	28%	*	22%	45%	-	*	-	*	*	23%	*
At Masters Grade Level	2018	19%	13%	17%	*	13%	24%	-	*	-	*	*	13%	*
	2017	19%	10%	12%	*	8%	20%	-	*	-	*	*	9%	*
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	76%	73%	*	69%	84%	-	*	-	*	*	66%	*
	2017	79%	70%	69%	*	65%	82%	-	*	-	*	*	65%	*
At Meets Grade Level or Above	2018	50%	40%	37%	*	29%	51%	-	*	-	*	*	29%	*
	2017	46%	33%	34%	*	30%	50%	-	*	-	*	*	27%	*
At Masters Grade Level	2018	24%	17%	11%	*	8%	17%	-	*	-	*	*	6%	*
	2017	22%	13%	11%	*	7%	19%	-	*	-	*	*	7%	*
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	57%	62%	*	*	81%	-	*	-	*	*	52%	*
	2017	67%	51%	*	*	*	*	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	41%	34%	34%	*	*	51%	-	*	-	*	*	25%	*
	2017	36%	22%	*	*	*	*	-	-	-	*	*	*	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

District Name: CAMERON ISD
Campus Name: CAMERON MIDDLE
Campus Number: 166901041

Total Students: 380
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	13%	8%	10%	*	*	17%	-	*	-	*	*	5%	*
	2017	11%	3%	*	*	*	*	-	-	-	*	*	*	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	68%	58%	*	50%	76%	-	-	-	*	*	49%	*
	2017	79%	69%	61%	*	*	75%	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	51%	38%	32%	*	27%	51%	-	-	-	*	*	24%	*
	2017	49%	36%	33%	*	*	48%	-	-	-	*	*	*	*
At Masters Grade Level	2018	23%	12%	13%	*	11%	24%	-	-	-	*	*	10%	*
	2017	19%	9%	7%	*	*	14%	-	-	-	*	*	*	*
All Grades Social Studies														
At Approaches Grade Level or Above	2018	78%	62%	*	*	*	*	-	-	-	*	*	*	*
	2017	77%	61%	34%	*	*	48%	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	53%	40%	*	*	*	*	-	-	-	*	*	*	*
	2017	49%	33%	10%	*	*	18%	-	-	-	*	*	*	*
At Masters Grade Level	2018	31%	21%	*	*	*	*	-	-	-	*	*	*	*
	2017	27%	18%	5%	*	*	11%	-	-	-	*	*	*	*

District Name: CAMERON ISD
Campus Name: CAMERON MIDDLE
Campus Number: 166901041

Total Students: 380
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 6 ELA/Reading	2018	47	51	**51**	*	58	47	-	-	-	*	*	49	42
Grade 6 Mathematics	2018	56	59	**59**	68	57	56	-	-	-	-	*	59	50
Grade 7 ELA/Reading	2018	76	72	**72**	50	69	79	-	*	-	*	60	67	67
Grade 7 Mathematics	2018	67	63	**63**	47	63	71	-	-	-	*	*	60	67
Grade 8 ELA/Reading	2018	79	83	**83**	89	81	80	-	-	-	*	*	85	75
Grade 8 Mathematics	2018	81	83	**83**	73	91	76	-	*	-	*	100	86	88
End of Course Algebra I	2018	72	59	**73**	-	59	83	-	-	-	-	-	64	*
All Grades Both Subjects	2018	69	71	**69**	61	70	70	-	*	-	86	61	68	64
All Grades ELA/Reading	2018	69	70	**68**	58	70	68	-	*	-	100	61	67	61
All Grades Mathematics	2018	70	71	**70**	63	71	71	-	*	-	*	62	69	67

District Name: CAMERON ISD
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2018	38%	40%	44%	41%	51%	31%	-	-	-	-	*	45%	*
	2017	35%	27%	32%	33%	28%	37%	-	-	-	*	*	31%	*
Mathematics	2018	47%	44%	41%	40%	37%	52%	-	-	-	*	28%	37%	*
	2017	43%	31%	34%	38%	28%	41%	-	-	-	*	*	34%	*

Student Success Initiative

Grade 5 Reading
STAAR Met Standard (Non-Proficient in Previous Year)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Promoted to Grade 6	2018	10%	*	*	*	*	*	-	-	-	-	*	*	*

Grade 5 Mathematics
STAAR Met Standard (Non-Proficient in Previous Year)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Promoted to Grade 6	2018	23%	*	*	*	*	*	-	-	-	-	*	*	*

Grade 8 Reading
Students Meeting Approaches Grade Level on First STAAR Administration

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
	2018	79%	86%	86%	79%	84%	93%	-	-	-	*	*	83%	*
Students Requiring Accelerated Instruction	2018	21%	14%	14%	*	16%	*	-	-	-	*	*	17%	*
STAAR Cumulative Met Standard	2018	85%	93%	93%	86%	92%	97%	-	-	-	*	*	91%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2017	98%	94%	94%	*	100%	*	-	-	-	*	*	93%	*

Grade 8 Mathematics
Students Meeting Approaches Grade Level on First STAAR Administration

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
	2018	80%	68%	68%	75%	56%	79%	-	*	-	*	*	64%	*
Students Requiring Accelerated Instruction	2018	20%	32%	32%	25%	44%	21%	-	*	-	*	73%	36%	*
STAAR Cumulative Met Standard	2018	86%	78%	78%	75%	71%	86%	-	*	-	*	55%	74%	83%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2017	98%	94%	94%	*	100%	*	-	-	-	-	*	92%	*
STAAR Met Standard (Non-Proficient in Previous Year) Retained in Grade 8	2018	59%	*	*	-	-	*	-	-	-	-	*	*	-

District Name: CAMERON ISD
Campus Name: CAMERON MIDDLE
Campus Number: 166901041

Total Students: 380
Grade Span: 06 - 08
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL

STAAR Performance Rate by Subject and Performance Level^

All Grades All Subjects

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
At Approaches Grade Level or Above	2018	77%	70%	67%	*	-	*	-	-	*	-	*	*	*	*
	2017	75%	65%	63%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	48%	39%	34%	*	-	*	-	-	*	-	*	*	*	*
	2017	45%	32%	28%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	22%	14%	12%	*	-	*	-	-	*	-	*	*	*	*
	2017	20%	11%	9%	-	-	-	-	-	*	-	*	-	*	*

All Grades ELA/Reading

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
At Approaches Grade Level or Above	2018	74%	70%	79%	*	-	*	-	-	*	-	*	*	*	*
	2017	72%	63%	69%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	46%	40%	43%	*	-	*	-	-	*	-	*	*	*	*
	2017	44%	33%	28%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	19%	13%	17%	*	-	*	-	-	*	-	*	*	*	*
	2017	19%	10%	12%	-	-	-	-	-	*	-	*	-	*	*

All Grades Mathematics

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
At Approaches Grade Level or Above	2018	81%	76%	73%	*	-	*	-	-	*	-	*	*	*	*
	2017	79%	70%	69%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	50%	40%	37%	*	-	*	-	-	*	-	*	*	*	*
	2017	46%	33%	34%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	24%	17%	11%	*	-	*	-	-	*	-	*	*	*	*
	2017	22%	13%	11%	-	-	-	-	-	*	-	*	-	*	*

All Grades Writing

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
At Approaches Grade Level or Above	2018	66%	57%	62%	-	-	-	-	-	*	-	*	*	*	*
	2017	67%	51%	*	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	41%	34%	34%	-	-	-	-	-	*	-	*	*	*	*
	2017	36%	22%	*	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	13%	8%	10%	-	-	-	-	-	*	-	*	*	*	*
	2017	11%	3%	*	-	-	-	-	-	*	-	*	-	*	*

All Grades Science

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
At Approaches Grade Level or Above	2018	80%	68%	58%	-	-	-	-	-	*	-	*	*	*	*
	2017	79%	69%	61%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	51%	38%	32%	-	-	-	-	-	*	-	*	*	*	*
	2017	49%	36%	33%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	23%	12%	13%	-	-	-	-	-	*	-	*	*	*	*
	2017	19%	9%	7%	-	-	-	-	-	*	-	*	-	*	*

All Grades Social Studies

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
At Approaches Grade Level or Above	2018	78%	62%	*	-	-	-	-	-	*	-	*	*	*	*
	2017	77%	61%	34%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	53%	40%	*	-	-	-	-	-	*	-	*	*	*	*

TEXAS EDUCATION AGENCY

District Name: CAMERON ISD
Campus Name: CAMERON MIDDLE
Campus Number: 166901041

Texas Academic Performance Report
2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 380
Grade Span: 06 - 08
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2017	49%	33%	10%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	31%	21%	*	-	-	-	-	-	*	-	*	*	*	*
	2017	27%	18%	5%	-	-	-	-	-	*	-	*	-	*	*

School Progress Domain - Academic Growth Score

All Grades Both Subjects	2018	69	71	69	*	-	*	-	-	59	-	59	*	53	59
All Grades ELA/Reading	2018	69	70	68	*	-	*	-	-	56	-	56	*	50	54
All Grades Mathematics	2018	70	71	70	*	-	*	-	-	62	-	62	*	56	62

Progress of Prior-Year Non-Proficient Students

Sum of Grades 4-8

Reading	2018	38%	40%	44%	-	-	-	-	-	*	-	*	-	*	*
	2017	35%	27%	32%	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2018	47%	44%	41%	*	-	*	-	-	*	-	*	*	*	*
	2017	43%	31%	34%	-	-	-	-	-	*	-	*	-	*	*

District Name: CAMERON ISD
Campus Name: CAMERON MIDDLE
Campus Number: 166901041

Total Students: 380
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**99%**	100%	99%	99%	-	*	-	100%	100%	99%	100%
Included in Accountability	94%	96%	**97%**	97%	98%	94%	-	*	-	100%	98%	96%	96%
Not Included in Accountability													
Mobile	4%	3%	**3%**	1%	1%	5%	-	*	-	0%	0%	2%	0%
Other Exclusions	1%	0%	**0%**	1%	0%	0%	-	*	-	0%	2%	1%	4%
Not Tested	1%	0%	**1%**	0%	1%	1%	-	*	-	0%	0%	1%	0%
Absent	1%	0%	**0%**	0%	1%	0%	-	*	-	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	100%	99%	99%	-	*	-	100%	99%	99%	100%
Included in Accountability	94%	96%	**97%**	95%	98%	95%	-	*	-	100%	99%	96%	96%
Not Included in Accountability													
Mobile	4%	3%	**2%**	5%	1%	3%	-	*	-	0%	0%	2%	4%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	1%	1%	-	*	-	0%	1%	1%	0%
Absent	1%	1%	**1%**	0%	1%	1%	-	*	-	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

District Name: CAMERON ISD
Campus Name: CAMERON MIDDLE
Campus Number: 166901041

Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 380
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2016-17	95.7%	95.6%	**95.6%**	97.0%	95.4%	95.4%	-	*	-	93.9%	96.5%	95.2%	94.0%
2015-16	95.8%	95.7%	**95.5%**	95.6%	95.9%	95.0%	-	*	-	*	95.9%	95.1%	93.0%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2015-16	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

District Name: CAMERON ISD
Campus Name: CAMERON MIDDLE
Campus Number: 166901041

Total Students: 380
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	96.9%	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017	89.7%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	88.5%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

Class of 2017	88.5%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

Class of 2017	6.0%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	-	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

Class of 2017	60.8%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	-	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)

Class of 2017	85.9%	88.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	87.0%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

2016-17	87.2%	85.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	87.9%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

2016-17	7.2%	*	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	-	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

2016-17	56.5%	*	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	-	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

2016-17	84.0%	85.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	87.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: CAMERON ISD
Campus Name: CAMERON MIDDLE
Campus Number: 166901041

Total Students: 380
Grade Span: 06 - 08
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	99	334,424
By Ethnicity:				
African American	-	-	12	42,132
Hispanic	-	-	46	164,446
White	-	-	38	105,748
American Indian	-	-	0	1,254
Asian	-	-	0	14,036
Pacific Islander	-	-	0	525
Two or More Races	-	-	3	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	14	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	84	252,091
Foundation H.S. Program (No Endorsement)	-	-	0	16,650
Foundation H.S. Program (Endorsement)	-	-	0	3,212
Foundation H.S. Program (DLA)	-	-	1	25,399
Special Education Graduates	-	-	13	25,105
Economically Disadvantaged Graduates	-	-	56	159,476
LEP Graduates	-	-	1	17,579
At-Risk Graduates	-	-	26	132,112

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus College, Career, and Military Readiness (CCMR)

District Name: CAMERON ISD
Campus Name: CAMERON MIDDLE
Campus Number: 166901041

Total Students: 380
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	38.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	20.2%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	32.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	22.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	19.2%	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	6.1%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	23.2%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2016-17	2.7%	5.1%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	31.3%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	2.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: CAMERON ISD
Campus Name: CAMERON MIDDLE
Campus Number: 166901041

Total Students: 380
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	19.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	14.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	13.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	20.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	8.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	51.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	45.1%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	3.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	3.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CAMERON ISD
Campus Name: CAMERON MIDDLE
Campus Number: 166901041

Total Students: 380
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	34.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	53.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	20.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	10.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1004	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1310	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	510	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	859	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	491	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	451	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	18.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	18.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	20.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Other Postsecondary Indicators

District Name: CAMERON ISD
Campus Name: CAMERON MIDDLE
Campus Number: 166901041

Total Students: 380
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2016-17	37.1%	19.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	16.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	3.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	18.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	2.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE) * 2015-16 data was updated January 2019 *****													
2015-16	54.7%	61.5%	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	44.2%	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	42.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: CAMERON ISD
Campus Name: CAMERON MIDDLE
Campus Number: 166901041

Total Students: 380
Grade Span: 06 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students	380	100.0%	1,850	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	8.9%	4.3%
Kindergarten	0	0.0%	5.8%	6.9%
Grade 1	0	0.0%	7.3%	7.2%
Grade 2	0	0.0%	7.4%	7.3%
Grade 3	0	0.0%	7.7%	7.6%
Grade 4	0	0.0%	8.2%	7.7%
Grade 5	0	0.0%	7.7%	7.7%
Grade 6	117	30.8%	6.3%	7.5%
Grade 7	136	35.8%	7.4%	7.5%
Grade 8	127	33.4%	6.9%	7.4%
Grade 9	0	0.0%	7.8%	8.0%
Grade 10	0	0.0%	6.2%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	5.5%	6.4%
Ethnic Distribution:				
African American	55	14.5%	16.4%	12.6%
Hispanic	185	48.7%	47.6%	52.4%
White	132	34.7%	33.5%	27.8%
American Indian	0	0.0%	0.0%	0.4%
Asian	1	0.3%	0.3%	4.4%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	7	1.8%	2.2%	2.3%
Economically Disadvantaged	276	72.6%	71.8%	58.8%
Non-Educationally Disadvantaged	104	27.4%	28.2%	41.2%
English Learners (EL)	20	5.3%	9.6%	18.8%
Students w/ Disciplinary Placements (2016-17)	2	0.5%	0.3%	1.3%
At-Risk	181	47.6%	46.7%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	35			
By Type of Primary Disability				
Students with Intellectual Disabilities	20	57.1%	40.0%	43.3%
Students with Physical Disabilities	*	*	23.6%	21.9%
Students with Autism	*	*	**	13.2%
Students with Behavioral Disabilities	10	28.6%	27.3%	20.3%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.4%
Mobility (2016-17):				
Total Mobile Students	33	7.8%	9.1%	16.0%
By Ethnicity:				
African American	8	1.9%		

District Name: CAMERON ISD
Campus Name: CAMERON MIDDLE
Campus Number: 166901041

Total Students: 380
Grade Span: 06 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Hispanic	12	2.8%		
White	13	3.1%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	3.4%	1.8%	-	11.8%	6.9%
Grade 1	-	4.1%	3.4%	-	0.0%	6.2%
Grade 2	-	2.9%	2.1%	-	0.0%	2.6%
Grade 3	-	0.0%	1.3%	-	0.0%	1.0%
Grade 4	-	0.8%	0.6%	-	0.0%	0.5%
Grade 5	-	0.0%	0.7%	-	0.0%	0.6%
Grade 6	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 7	0.0%	0.0%	0.7%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.0%	0.6%	9.1%	9.1%	0.8%
Grade 9	-	7.8%	8.0%	-	0.0%	13.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	15.4	18.7
Grade 1	-	17.6	18.8
Grade 2	-	18.9	18.8
Grade 3	-	17.9	19.0
Grade 4	-	18.7	19.2
Grade 5	-	20.0	21.2
Grade 6	21.0	21.0	20.3
Secondary:			
English/Language Arts	23.1	18.4	16.7
Foreign Languages	-	19.1	18.6
Mathematics	16.8	15.4	17.9
Science	20.1	17.6	19.0
Social Studies	20.1	20.1	19.3

District Name: CAMERON ISD
Campus Name: CAMERON MIDDLE
Campus Number: 166901041

Total Students: 380
Grade Span: 06 - 08
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	38.0	100.0%	100.0%	100.0%
Professional Staff:	33.1	87.1%	63.0%	64.1%
Teachers	29.5	77.8%	51.8%	50.1%
Professional Support	1.5	3.9%	6.0%	9.8%
Campus Administration (School Leadership)	2.0	5.4%	4.4%	3.0%
Educational Aides:	4.9	12.9%	12.4%	10.1%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	2.0	4,429.0
Part-time	0.0	n/a	0.0	578.0
Counselors				
Full-time	1.0	n/a	5.0	12,131.0
Part-time	0.0	n/a	0.0	1,148.0
Total Minority Staff:	10.1	26.6%	29.8%	49.9%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	3.0%	10.4%
Hispanic	4.0	13.5%	13.6%	27.2%
White	24.4	82.7%	81.1%	58.9%
American Indian	0.0	0.0%	0.8%	0.3%
Asian	1.1	3.8%	1.5%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	7.4	25.0%	25.5%	23.7%
Females	22.2	75.0%	74.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	1.1	3.6%	1.6%	1.4%
Bachelors	24.4	82.6%	81.9%	74.1%
Masters	4.1	13.8%	16.5%	23.8%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.2	10.7%	7.6%	8.2%
1-5 Years Experience	10.0	33.9%	27.1%	29.1%
6-10 Years Experience	6.1	20.8%	18.9%	19.1%
11-20 Years Experience	5.3	17.8%	29.9%	28.2%
Over 20 Years Experience	5.0	16.8%	16.6%	15.3%
Number of Students per Teacher	12.9	n/a	14.0	15.1

District Name: CAMERON ISD
Campus Name: CAMERON MIDDLE
Campus Number: 166901041

Total Students: 380
Grade Span: 06 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	8.0	6.3
Average Years Experience of Principals with District	7.0	6.0	5.4
Average Years Experience of Assistant Principals	1.0	4.4	5.2
Average Years Experience of Assistant Principals with District	1.0	2.8	4.6
Average Years Experience of Teachers:	11.8	12.4	10.9
Average Years Experience of Teachers with District:	8.3	7.8	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$39,048	$40,057	$47,667
1-5 Years Experience	$43,411	$41,382	$49,663
6-10 Years Experience	$44,203	$44,943	$52,056
11-20 Years Experience	$48,659	$51,115	$55,246
Over 20 Years Experience	$54,804	$53,629	$61,428
Average Actual Salaries (regular duties only):			
Teachers	$45,956	$46,894	$53,334
Professional Support	$55,297	$53,131	$63,165
Campus Administration (School Leadership)	$74,499	$65,154	$77,712
Instructional Staff Percent:	n/a	63.3%	64.4%
Contracted Instructional Staff (not incl. above):	0.0	0.1	6,218.9

District Name: CAMERON ISD
Campus Name: CAMERON MIDDLE
Campus Number: 166901041

Total Students: 380
Grade Span: 06 - 08
School Type: Middle

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	20	5.3%	9.6%	18.9%
Career & Technical Education	18	4.7%	25.9%	25.8%
Gifted & Talented Education	24	6.3%	4.0%	7.9%
Special Education	35	9.2%	8.9%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.4	1.4%	1.2%	6.1%
Career & Technical Education	0.5	1.6%	5.0%	4.7%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.1	0.4%	0.1%	1.8%
Regular Education	27.0	91.3%	86.2%	72.3%
Special Education	1.6	5.3%	5.5%	9.0%
Other	0.0	0.0%	2.0%	3.4%

'Λ'   Domain modeling data applied to year 2017.
'ΛΛ'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-'   Indicates there are no students in the group.
'n/a'   Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2016-17 Financial Actual Report

2017-18 Texas Academic Performance Report

District Name: **CAMERON ISD**

Campus Name: **CAMERON EL**

Campus Number: **166901101**

2018 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

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District Name: CAMERON ISD
Campus Name: CAMERON EL
Campus Number: 166901101

Total Students: 436
Grade Span: 03 - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
Grade 3 Reading														
At Approaches Grade Level or Above	2018	77%	75%	75%	*	73%	81%	-	-	-	*	*	69%	*
	2017	73%	60%	60%	*	55%	78%	-	-	-	*	*	54%	*
At Meets Grade Level or Above	2018	43%	38%	38%	*	33%	55%	-	-	-	*	*	29%	*
	2017	45%	34%	34%	*	29%	60%	-	-	-	*	*	26%	*
At Masters Grade Level	2018	25%	19%	19%	*	18%	26%	-	-	-	*	*	13%	*
	2017	29%	17%	17%	*	14%	35%	-	-	-	*	*	11%	*
Grade 3 Mathematics														
At Approaches Grade Level or Above	2018	78%	64%	64%	*	62%	71%	-	-	-	*	*	56%	*
	2017	77%	72%	72%	*	71%	85%	-	-	-	*	*	67%	89%
At Meets Grade Level or Above	2018	47%	36%	36%	*	33%	45%	-	-	-	*	*	29%	*
	2017	49%	43%	43%	*	40%	65%	-	-	-	*	*	34%	68%
At Masters Grade Level	2018	23%	11%	11%	*	9%	14%	-	-	-	*	*	7%	*
	2017	26%	20%	20%	*	18%	33%	-	-	-	*	*	15%	21%
Grade 4 Reading														
At Approaches Grade Level or Above	2018	73%	70%	70%	*	67%	83%	-	-	-	*	*	64%	*
	2017	70%	54%	54%	*	51%	75%	-	-	-	*	*	48%	*
At Meets Grade Level or Above	2018	46%	42%	42%	*	37%	69%	-	-	-	*	*	33%	*
	2017	44%	29%	29%	*	25%	43%	-	-	-	*	*	23%	*
At Masters Grade Level	2018	24%	15%	15%	*	16%	26%	-	-	-	*	*	11%	*
	2017	24%	13%	13%	*	9%	20%	-	-	-	*	*	12%	*
Grade 4 Mathematics														
At Approaches Grade Level or Above	2018	78%	84%	84%	*	80%	93%	-	-	-	*	*	81%	85%
	2017	76%	69%	69%	*	71%	82%	-	-	-	*	*	61%	*
At Meets Grade Level or Above	2018	49%	54%	54%	*	47%	78%	-	-	-	*	*	43%	52%
	2017	47%	35%	35%	*	29%	57%	-	-	-	*	*	27%	*
At Masters Grade Level	2018	27%	36%	36%	*	35%	53%	-	-	-	*	*	27%	37%
	2017	27%	18%	18%	*	16%	27%	-	-	-	*	*	12%	*
Grade 4 Writing														
At Approaches Grade Level or Above	2018	63%	52%	52%	*	*	66%	-	-	-	*	*	48%	*
	2017	65%	50%	50%	*	*	*	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	39%	34%	34%	*	*	51%	-	-	-	*	*	26%	*
	2017	34%	24%	24%	*	*	*	-	-	-	*	*	*	*
At Masters Grade Level	2018	11%	7%	7%	*	*	15%	-	-	-	*	*	6%	*
	2017	11%	5%	5%	*	*	*	-	-	-	*	*	*	*
Grade 5 Reading^^														
At Approaches Grade Level or Above	2018	84%	74%	74%	*	69%	86%	-	-	-	*	*	69%	*
	2017	82%	73%	73%	*	70%	83%	-	-	-	*	*	68%	*
At Meets Grade Level or Above	2018	54%	39%	39%	*	37%	55%	-	-	-	*	*	30%	*
	2017	48%	42%	42%	*	38%	57%	-	-	-	*	*	36%	*
At Masters Grade Level	2018	26%	18%	18%	*	13%	25%	-	-	-	*	*	11%	*
	2017	25%	16%	16%	*	11%	24%	-	-	-	*	*	13%	*
Grade 5 Mathematics^^														
At Approaches Grade Level or Above	2018	91%	83%	83%	*	82%	93%	-	-	-	*	*	78%	*
	2017	87%	76%	76%	*	64%	95%	-	-	-	*	*	71%	*
At Meets Grade Level or Above	2018	58%	46%	46%	*	41%	63%	-	-	-	*	*	39%	*

District Name: CAMERON ISD
Campus Name: CAMERON EL
Campus Number: 166901101

Total Students: 436
Grade Span: 03 - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
	2017	50%	37%	37%	*	28%	55%	-	-	-	*	*	27%	*
At Masters Grade Level	2018	30%	25%	25%	*	19%	37%	-	-	-	*	*	19%	*
	2017	24%	14%	14%	*	9%	24%	-	-	-	*	*	6%	*
Grade 5 Science														
At Approaches Grade Level or Above	2018	76%	64%	64%	*	*	86%	-	-	-	*	*	56%	*
	2017	74%	53%	53%	*	45%	71%	-	-	-	*	*	46%	*
At Meets Grade Level or Above	2018	41%	31%	31%	*	*	47%	-	-	-	*	*	21%	*
	2017	42%	27%	27%	*	21%	45%	-	-	-	*	*	19%	*
At Masters Grade Level	2018	17%	10%	10%	*	*	19%	-	-	-	*	*	6%	*
	2017	18%	11%	11%	*	13%	12%	-	-	-	*	*	8%	*
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	70%	71%	56%	67%	82%	-	-	-	90%	27%	65%	72%
	2017	75%	65%	63%	*	59%	79%	-	-	-	88%	*	57%	66%
At Meets Grade Level or Above	2018	48%	39%	40%	17%	35%	57%	-	-	-	70%	18%	31%	40%
	2017	45%	32%	34%	*	29%	52%	-	-	-	46%	*	26%	38%
At Masters Grade Level	2018	22%	14%	18%	5%	15%	27%	-	-	-	30%	7%	13%	16%
	2017	20%	11%	14%	*	12%	22%	-	-	-	29%	*	10%	11%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	70%	73%	*	70%	83%	-	-	-	*	*	67%	79%
	2017	72%	63%	62%	*	58%	79%	-	-	-	*	*	56%	*
At Meets Grade Level or Above	2018	46%	40%	40%	*	35%	59%	-	-	-	*	*	30%	43%
	2017	44%	33%	35%	*	30%	53%	-	-	-	*	*	28%	*
At Masters Grade Level	2018	19%	13%	17%	*	16%	26%	-	-	-	*	*	12%	17%
	2017	19%	10%	16%	*	12%	26%	-	-	-	*	*	12%	*
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	76%	77%	63%	74%	86%	-	-	-	100%	*	72%	80%
	2017	79%	70%	72%	*	69%	87%	-	-	-	*	*	66%	78%
At Meets Grade Level or Above	2018	50%	40%	46%	27%	40%	62%	-	-	-	73%	*	37%	42%
	2017	46%	33%	38%	*	33%	59%	-	-	-	*	*	30%	44%
At Masters Grade Level	2018	24%	17%	24%	10%	21%	34%	-	-	-	45%	*	18%	22%
	2017	22%	13%	17%	*	15%	28%	-	-	-	*	*	11%	15%
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	57%	52%	*	*	66%	-	-	-	*	*	48%	*
	2017	67%	51%	50%	*	*	*	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	41%	34%	34%	*	*	51%	-	-	-	*	*	26%	*
	2017	36%	22%	24%	*	*	*	-	-	-	*	*	*	*
At Masters Grade Level	2018	13%	8%	7%	*	*	15%	-	-	-	*	*	6%	*
	2017	11%	3%	5%	*	*	*	-	-	-	*	*	*	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	68%	64%	*	*	86%	-	-	-	*	*	56%	*
	2017	79%	69%	53%	*	45%	71%	-	-	-	*	*	46%	*
At Meets Grade Level or Above	2018	51%	38%	31%	*	*	47%	-	-	-	*	*	21%	*
	2017	49%	36%	27%	*	21%	45%	-	-	-	*	*	19%	*
At Masters Grade Level	2018	23%	12%	10%	*	*	19%	-	-	-	*	*	6%	*
	2017	19%	9%	11%	*	13%	12%	-	-	-	*	*	8%	*

District Name: CAMERON ISD
Campus Name: CAMERON EL
Campus Number: 166901101

Total Students: 436
Grade Span: 03 - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 4 ELA/Reading	2018	63	69	**69**	77	68	64	-	-	-	*	*	69	65
Grade 4 Mathematics	2018	65	79	**79**	82	74	84	-	-	-	*	73	74	58
Grade 5 ELA/Reading	2018	80	83	**83**	74	86	82	-	-	-	*	42	83	86
Grade 5 Mathematics	2018	81	80	**80**	76	80	80	-	-	-	*	83	81	71
All Grades Both Subjects	2018	69	71	**78**	77	77	78	-	-	-	88	65	77	68
All Grades ELA/Reading	2018	69	70	**76**	76	78	74	-	-	-	88	47	76	74
All Grades Mathematics	2018	70	71	**79**	79	77	82	-	-	-	88	78	77	63

District Name: CAMERON ISD
Campus Name: CAMERON EL
Campus Number: 166901101

Total Students: 436
Grade Span: 03 - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2018	38%	40%	**38%**	38%	30%	58%	-	-	-	*	*	36%	*
	2017	35%	27%	**20%**	*	18%	35%	-	-	-	*	*	17%	*
Mathematics	2018	47%	44%	**49%**	52%	44%	62%	-	-	-	-	*	49%	*
	2017	43%	31%	**26%**	*	28%	43%	-	-	-	*	*	23%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	68%	**68%**	48%	66%	80%	-	-	-	*	*	62%	64%
Students Requiring Accelerated Instruction														
	2018	21%	32%	**32%**	52%	34%	20%	-	-	-	*	83%	38%	36%
STAAR Cumulative Met Standard														
	2018	84%	74%	**74%**	62%	69%	86%	-	-	-	*	*	69%	79%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	97%	100%	**100%**	100%	100%	100%	-	-	-	-	100%	100%	100%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	85%	78%	**78%**	57%	76%	89%	-	-	-	*	*	71%	71%
Students Requiring Accelerated Instruction														
	2018	15%	22%	**22%**	43%	24%	11%	-	-	-	*	83%	29%	*
STAAR Cumulative Met Standard														
	2018	90%	83%	**83%**	62%	82%	93%	-	-	-	*	*	78%	86%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	96%	100%	**100%**	*	100%	*	-	-	-	-	100%	100%	100%

District Name: CAMERON ISD
Campus Name: CAMERON EL
Campus Number: 166901101

Total Students: 436
Grade Span: 03 - 05
(Current EL Students)

STAAR Performance Rate by Subject and Performance Level^

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
All Grades All Subjects															
At Approaches Grade Level or Above	2018	77%	70%	71%	79%	-	79%	-	-	59%	66%	*	*	74%	72%
	2017	75%	65%	63%	73%	-	73%	-	-	*	*	*	*	63%	64%
At Meets Grade Level or Above	2018	48%	39%	40%	46%	-	46%	-	-	27%	41%	*	*	41%	40%
	2017	45%	32%	34%	47%	-	47%	-	-	*	*	*	*	37%	38%
At Masters Grade Level	2018	22%	14%	18%	17%	-	17%	-	-	16%	24%	*	*	17%	16%
	2017	20%	11%	14%	10%	-	10%	-	-	*	*	*	*	9%	10%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2018	74%	70%	73%	92%	-	92%	-	-	*	*	*	*	81%	79%
	2017	72%	63%	62%	*	-	*	-	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	46%	40%	40%	56%	-	56%	-	-	*	*	*	*	44%	43%
	2017	44%	33%	35%	*	-	*	-	-	*	*	*	*	*	*
At Masters Grade Level	2018	19%	13%	17%	22%	-	22%	-	-	*	*	*	*	17%	17%
	2017	19%	10%	16%	*	-	*	-	-	*	*	*	*	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2018	81%	76%	77%	80%	-	80%	-	-	*	*	*	*	81%	80%
	2017	79%	70%	72%	78%	-	78%	-	-	*	*	*	*	76%	77%
At Meets Grade Level or Above	2018	50%	40%	46%	46%	-	46%	-	-	*	*	*	*	43%	42%
	2017	46%	33%	38%	54%	-	54%	-	-	*	*	*	*	45%	46%
At Masters Grade Level	2018	24%	17%	24%	22%	-	22%	-	-	*	*	*	*	22%	22%
	2017	22%	13%	17%	16%	-	16%	-	-	*	*	*	*	14%	15%
All Grades Writing															
At Approaches Grade Level or Above	2018	66%	57%	52%	*	-	*	-	-	*	*	-	-	*	*
	2017	67%	51%	50%	*	-	*	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	41%	34%	34%	*	-	*	-	-	*	*	-	-	*	*
	2017	36%	22%	24%	*	-	*	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	13%	8%	7%	*	-	*	-	-	*	*	-	-	*	*
	2017	11%	3%	5%	*	-	*	-	-	*	-	*	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2018	80%	68%	64%	*	-	*	-	-	*	-	*	*	*	*
	2017	79%	69%	53%	*	-	*	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2018	51%	38%	31%	*	-	*	-	-	*	-	*	*	*	*
	2017	49%	36%	27%	*	-	*	-	-	*	-	*	-	*	*
At Masters Grade Level	2018	23%	12%	10%	*	-	*	-	-	*	-	*	*	*	*
	2017	19%	9%	11%	*	-	*	-	-	*	-	*	-	*	*

School Progress Domain - Academic Growth Score

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
All Grades Both Subjects	2018	69	71	78	63	-	63	-	-	81	82	80	*	68	68

District Name: CAMERON ISD
Campus Name: CAMERON EL
Campus Number: 166901101

Texas Academic Performance Report
2017-18 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 436
Grade Span: 03 - 05
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
All Grades ELA/Reading	2018	69	70	**76**	75	-	75	-	-	80	*	100	*	77	74
All Grades Mathematics	2018	70	71	**79**	54	-	54	-	-	82	100	*	*	62	63

Progress of Prior-Year Non-Proficient Students

Sum of Grades 4-8

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Reading	2018	38%	40%	**38%**	*	-	*	-	-	*	*	*	*	*	*
	2017	35%	27%	**20%**	*	-	*	-	-	*	-	*	-	*	*
Mathematics	2018	47%	44%	**49%**	*	-	*	-	-	*	-	*	*	*	*
	2017	43%	31%	**26%**	*	-	*	-	-	*	-	*	-	*	*

District Name: CAMERON ISD
Campus Name: CAMERON EL
Campus Number: 166901101

Total Students: 436
Grade Span: 03 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	-	-	100%	100%	100%	100%
Included in Accountability	94%	96%	**97%**	95%	98%	95%	-	-	-	100%	97%	96%	100%
Not Included in Accountability													
Mobile	4%	3%	**3%**	5%	2%	5%	-	-	-	0%	3%	4%	0%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	99%	100%	100%	-	-	-	100%	99%	100%	100%
Included in Accountability	94%	96%	**96%**	95%	96%	97%	-	-	-	89%	94%	95%	96%
Not Included in Accountability													
Mobile	4%	3%	**4%**	2%	4%	3%	-	-	-	11%	3%	4%	4%
Other Exclusions	1%	0%	**0%**	2%	0%	0%	-	-	-	0%	3%	0%	1%
Not Tested	1%	1%	**0%**	1%	0%	0%	-	-	-	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%
Other	0%	0%	**0%**	1%	0%	0%	-	-	-	0%	1%	0%	0%

District Name: CAMERON ISD

Campus Name: CAMERON EL

Campus Number: 166901101

Texas Academic Performance Report

2017-18 Campus Attendance, Graduation, and Dropout Rates

Total Students: 436

Grade Span: 03 - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2016-17	95.7%	95.6%	**96.3%**	95.9%	96.1%	97.0%	-	-	-	95.6%	95.9%	96.0%	96.9%
2015-16	95.8%	95.7%	**96.5%**	97.0%	96.7%	95.8%	-	*	-	96.9%	96.1%	96.1%	97.4%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

District Name: CAMERON ISD
Campus Name: CAMERON EL
Campus Number: 166901101

Total Students: 436
Grade Span: 03 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	96.9%	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017	89.7%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	88.5%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017	88.5%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017	6.0%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	-	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017	60.8%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	-	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017	85.9%	88.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	87.0%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2016-17	87.2%	85.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	87.9%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2016-17	7.2%	*	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	-	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2016-17	56.5%	*	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	-	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2016-17	84.0%	85.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	87.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: CAMERON ISD
Campus Name: CAMERON EL
Campus Number: 166901101

Total Students: 436
Grade Span: 03 - 05
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	99	334,424
By Ethnicity:				
African American	-	-	12	42,132
Hispanic	-	-	46	164,446
White	-	-	38	105,748
American Indian	-	-	0	1,254
Asian	-	-	0	14,036
Pacific Islander	-	-	0	525
Two or More Races	-	-	3	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	14	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	84	252,091
Foundation H.S. Program (No Endorsement)	-	-	0	16,650
Foundation H.S. Program (Endorsement)	-	-	0	3,212
Foundation H.S. Program (DLA)	-	-	1	25,399
Special Education Graduates	-	-	13	25,105
Economically Disadvantaged Graduates	-	-	56	159,476
LEP Graduates	-	-	1	17,579
At-Risk Graduates	-	-	26	132,112

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus College, Career, and Military Readiness (CCMR)

District Name: CAMERON ISD
Campus Name: CAMERON EL
Campus Number: 166901101

Total Students: 436
Grade Span: 03 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	38.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	20.2%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	32.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	22.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	19.2%	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	6.1%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	23.2%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2016-17	2.7%	5.1%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	31.3%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	2.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: CAMERON ISD
Campus Name: CAMERON EL
Campus Number: 166901101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

Total Students: 436
Grade Span: 03 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	19.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	14.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	13.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	20.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	8.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	51.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	45.1%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	3.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	3.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CAMERON ISD
Campus Name: CAMERON EL
Campus Number: 166901101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

Total Students: 436
Grade Span: 03 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	-	▪	-	-	-	-	-	-	-	n/a	-	n/a
2016	41.6%	-	▪	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	34.3%	▪	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	53.8%	▪	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	20.6%	▪	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	10.2%	▪	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1004	▪	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1310	▪	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	510	▪	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	859	▪	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	491	▪	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	451	▪	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	20.2	▪	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	18.9	▪	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	19.9	▪	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	18.4	▪	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	20.3	▪	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	18.5	▪	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	20.0	▪	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	19.8	▪	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CAMERON ISD
Campus Name: CAMERON EL
Campus Number: 166901101

Total Students: 436
Grade Span: 03 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2016-17	37.1%	19.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	16.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	3.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	18.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	2.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE) * 2015-16 data was updated January 2019 *** **													
2015-16	54.7%	61.5%	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	44.2%	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	42.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: CAMERON ISD

Texas Academic Performance Report

Total Students: 436

Campus Name: CAMERON EL

2017-18 Campus Student Information

Grade Span: 03 - 05

Campus Number: 166901101

School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students	436	100.0%	1,850	5,385,012
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	8.9%	4.3%
Kindergarten	0	0.0%	5.8%	6.9%
Grade 1	0	0.0%	7.3%	7.2%
Grade 2	0	0.0%	7.4%	7.3%
Grade 3	143	32.8%	7.7%	7.6%
Grade 4	151	34.6%	8.2%	7.7%
Grade 5	142	32.6%	7.7%	7.7%
Grade 6	0	0.0%	6.3%	7.5%
Grade 7	0	0.0%	7.4%	7.5%
Grade 8	0	0.0%	6.9%	7.4%
Grade 9	0	0.0%	7.8%	8.0%
Grade 10	0	0.0%	6.2%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	5.5%	6.4%
Ethnic Distribution:				
African American	62	14.2%	16.4%	12.6%
Hispanic	226	51.8%	47.6%	52.4%
White	134	30.7%	33.5%	27.8%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.3%	4.4%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	14	3.2%	2.2%	2.3%
Economically Disadvantaged	328	75.2%	71.8%	58.8%
Non-Educationally Disadvantaged	108	24.8%	28.2%	41.2%
English Learners (EL)	65	14.9%	9.6%	18.8%
Students w/ Disciplinary Placements (2016-17)	0	0.0%	0.3%	1.3%
At-Risk	206	47.2%	46.7%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	43			
By Type of Primary Disability				
Students with Intellectual Disabilities	17	39.5%	40.0%	43.3%
Students with Physical Disabilities	**	**	23.6%	21.9%
Students with Autism	*	*	**	13.2%
Students with Behavioral Disabilities	16	37.2%	27.3%	20.3%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.4%
Mobility (2016-17):				
Total Mobile Students	32	7.5%	9.1%	16.0%
By Ethnicity:				
African American	4	0.9%		

District Name: CAMERON ISD
Campus Name: CAMERON EL
Campus Number: 166901101

Total Students: 436
Grade Span: 03 - 05
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Hispanic	15	3.5%		
White	11	2.6%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.5%		

Student Information	Non-Special Education Rates Campus	District	State	Special Education Rates Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	3.4%	1.8%	-	11.8%	6.9%
Grade 1	-	4.1%	3.4%	-	0.0%	6.2%
Grade 2	-	2.9%	2.1%	-	0.0%	2.6%
Grade 3	0.0%	0.0%	1.3%	0.0%	0.0%	1.0%
Grade 4	0.8%	0.8%	0.6%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.7%	0.0%	0.0%	0.6%
Grade 6	-	0.0%	0.5%	-	0.0%	0.6%
Grade 7	-	0.0%	0.7%	-	0.0%	0.6%
Grade 8	-	0.0%	0.6%	-	9.1%	0.8%
Grade 9	-	7.8%	8.0%	-	0.0%	13.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	15.4	18.7
Grade 1	-	17.6	18.8
Grade 2	-	18.9	18.8
Grade 3	17.9	17.9	19.0
Grade 4	18.7	18.7	19.2
Grade 5	20.0	20.0	21.2
Grade 6	-	21.0	20.3
Secondary:			
English/Language Arts	-	18.4	16.7
Foreign Languages	-	19.1	18.6
Mathematics	-	15.4	17.9
Science	-	17.6	19.0
Social Studies	-	20.1	19.3

District Name: CAMERON ISD
Campus Name: CAMERON EL
Campus Number: 166901101

Total Students: 436
Grade Span: 03 - 05
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	39.7	100.0%	100.0%	100.0%
Professional Staff:	33.7	84.9%	63.0%	64.1%
Teachers	29.2	73.6%	51.8%	50.1%
Professional Support	2.5	6.3%	6.0%	9.8%
Campus Administration (School Leadership)	2.0	5.0%	4.4%	3.0%
Educational Aides:	6.0	15.1%	12.4%	10.1%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	2.0	4,429.0
Part-time	0.0	n/a	0.0	578.0
Counselors				
Full-time	1.0	n/a	5.0	12,131.0
Part-time	0.0	n/a	0.0	1,148.0
Total Minority Staff:	8.0	20.1%	29.8%	49.9%
Teachers by Ethnicity and Sex:				
African American	1.0	3.4%	3.0%	10.4%
Hispanic	5.0	17.1%	13.6%	27.2%
White	23.2	79.5%	81.1%	58.9%
American Indian	0.0	0.0%	0.8%	0.3%
Asian	0.0	0.0%	1.5%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	3.0	10.3%	25.5%	23.7%
Females	26.2	89.7%	74.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.6%	1.4%
Bachelors	24.8	84.9%	81.9%	74.1%
Masters	4.4	15.1%	16.5%	23.8%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.0	13.7%	7.6%	8.2%
1-5 Years Experience	7.0	23.9%	27.1%	29.1%
6-10 Years Experience	6.0	20.4%	18.9%	19.1%
11-20 Years Experience	9.1	31.0%	29.9%	28.2%
Over 20 Years Experience	3.2	11.1%	16.6%	15.3%
Number of Students per Teacher	14.9	n/a	14.0	15.1

District Name: CAMERON ISD

Campus Name: CAMERON EL

Campus Number: 166901101

Total Students: 436

Grade Span: 03 - 05

School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	8.0	6.3
Average Years Experience of Principals with District	0.0	6.0	5.4
Average Years Experience of Assistant Principals	1.0	4.4	5.2
Average Years Experience of Assistant Principals with District	1.0	2.8	4.6
Average Years Experience of Teachers:	10.8	12.4	10.9
Average Years Experience of Teachers with District:	7.4	7.8	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$40,500	$40,057	$47,667
1-5 Years Experience	$40,714	$41,382	$49,663
6-10 Years Experience	$44,908	$44,943	$52,056
11-20 Years Experience	$48,137	$51,115	$55,246
Over 20 Years Experience	$55,001	$53,629	$61,428
Average Actual Salaries (regular duties only):			
Teachers	$45,417	$46,894	$53,334
Professional Support	$52,772	$53,131	$63,165
Campus Administration (School Leadership)	$47,239	$65,154	$77,712
Instructional Staff Percent:	n/a	63.3%	64.4%
Contracted Instructional Staff (not incl. above):	0.0	0.1	6,218.9

District Name: CAMERON ISD

Campus Name: CAMERON EL

Campus Number: 166901101

Total Students: 436

Grade Span: 03 - 05

School Type: Elementary

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	65	14.9%	9.6%	18.9%
Career & Technical Education	0	0.0%	25.9%	25.8%
Gifted & Talented Education	19	4.4%	4.0%	7.9%
Special Education	43	9.9%	8.9%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	1.2%	6.1%
Career & Technical Education	0.0	0.0%	5.0%	4.7%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	0.1%	1.8%
Regular Education	27.2	93.2%	86.2%	72.3%
Special Education	2.0	6.8%	5.5%	9.0%
Other	0.0	0.0%	2.0%	3.4%

'^'   Domain modeling data applied to year 2017.

'^^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

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

'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'-'   Indicates there are no students in the group.

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

'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2016-17 Financial Actual Report

2017-18 Texas Academic Performance Report

District Name: **CAMERON ISD**

Campus Name: **BEN MILAM EL**

Campus Number: **166901104**

2018 Accountability Rating: **Met Standard**

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District Name: CAMERON ISD
Campus Name: BEN MILAM EL
Campus Number: 166901104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

Total Students: 546
Grade Span: EE - 02
School Type: Elementary

There is no data for this campus.

District Name: CAMERON ISD
Campus Name: BEN MILAM EL
Campus Number: 166901104

Total Students: 546
Grade Span: EE - 02
School Type: Elementary

There is no data for this campus.

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Prior Year and Student Success Initiative

District Name: CAMERON ISD
Campus Name: BEN MILAM EL
Campus Number: 166901104

Total Students: 546
Grade Span: EE - 02
School Type: Elementary

There is no data for this campus.

District Name: CAMERON ISD
Campus Name: BEN MILAM EL
Campus Number: 166901104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Performance

Total Students: 546
Grade Span: EE - 02
School Type: Elementary

There is no data for this campus.

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus STAAR Participation

District Name: CAMERON ISD
Campus Name: BEN MILAM EL
Campus Number: 166901104

Total Students: 546
Grade Span: EE - 02
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	96%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	3%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-
2017 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	96%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	3%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-

District Name: CAMERON ISD
Campus Name: BEN MILAM EL
Campus Number: 166901104

Total Students: 546
Grade Span: EE - 02
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2016-17	95.7%	95.6%	**95.8%**	96.0%	95.7%	95.9%	*	*	-	*	94.1%	95.5%	96.4%
2015-16	95.8%	95.7%	**96.1%**	96.8%	96.1%	95.7%	*	*	-	95.1%	94.8%	95.7%	97.1%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	89.1%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.2%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	89.6%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

District Name: CAMERON ISD
Campus Name: BEN MILAM EL
Campus Number: 166901104

Total Students: 546
Grade Span: EE - 02
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Dropped Out	6.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2014													
Graduated	90.9%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.2%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	7.2%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	92.8%	96.9%	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017	89.7%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	89.1%	88.5%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017	88.5%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	87.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017	6.0%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	5.5%	-	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017	60.8%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	54.0%	-	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017	85.9%	88.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016	85.1%	87.0%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2016-17	87.2%	85.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	85.6%	87.9%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2016-17	7.2%	*	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.6%	-	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2016-17	56.5%	*	-	-	-	-	-	-	-	-	-	-	-
2015-16	51.9%	-	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2016-17	84.0%	85.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	83.3%	87.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: CAMERON ISD
Campus Name: BEN MILAM EL
Campus Number: 166901104

Total Students: 546
Grade Span: EE - 02
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2016-17 Annual Graduates)				
Total Graduates	-	-	99	334,424
By Ethnicity:				
African American	-	-	12	42,132
Hispanic	-	-	46	164,446
White	-	-	38	105,748
American Indian	-	-	0	1,254
Asian	-	-	0	14,036
Pacific Islander	-	-	0	525
Two or More Races	-	-	3	6,283
By Graduation Type:				
Minimum H.S. Program	-	-	14	37,072
Recommended H.S. Program/Distinguished Achievement Program	-	-	84	252,091
Foundation H.S. Program (No Endorsement)	-	-	0	16,650
Foundation H.S. Program (Endorsement)	-	-	0	3,212
Foundation H.S. Program (DLA)	-	-	1	25,399
Special Education Graduates	-	-	13	25,105
Economically Disadvantaged Graduates	-	-	56	159,476
LEP Graduates	-	-	1	17,579
At-Risk Graduates	-	-	26	132,112

District Name: CAMERON ISD
Campus Name: BEN MILAM EL
Campus Number: 166901104

Total Students: 546
Grade Span: EE - 02
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	38.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	20.2%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	32.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	42.0%	22.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	37.8%	19.2%	-	-	-	-	-	-	-	-	-	-	-
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	6.1%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	23.2%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2016-17	2.7%	5.1%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	31.3%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	2.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

District Name: CAMERON ISD
Campus Name: BEN MILAM EL
Campus Number: 166901104

Total Students: 546
Grade Span: EE - 02
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	19.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	22.6%	14.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.8%	13.1%	-	-	-	-	-	-	-	-	-	-	-
2015-16	18.1%	20.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	12.9%	8.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	51.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	47.8%	45.1%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	25.5%	3.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	15.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	15.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	7.2%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	6.8%	3.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	10.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	10.4%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	15.0%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	14.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	49.5%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017	41.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	43.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017	51.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	54.0%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017	38.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2016	35.1%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2017	41.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus CCMR-related Indicators

District Name: CAMERON ISD
Campus Name: BEN MILAM EL
Campus Number: 166901104

Total Students: 546
Grade Span: EE - 02
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2016	41.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	34.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	71.6%	53.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
Class of 2017	22.3%	20.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	22.5%	10.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1004	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	1375	1310	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	512	510	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	903	859	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	507	491	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	472	451	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.3	18.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2017	19.9	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	19.8	18.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2017	20.4	20.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2017	20.6	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Class of 2016	20.5	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CAMERON ISD
Campus Name: BEN MILAM EL
Campus Number: 166901104

Total Students: 546
Grade Span: EE - 02
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2016-17	37.1%	19.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	35.9%	16.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2016-17	16.8%	3.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	16.2%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2016-17	19.5%	18.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	19.3%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Science													
2016-17	5.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2016-17	21.8%	2.4%	-	-	-	-	-	-	-	-	-	-	-
2015-16	20.8%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE) * 2015-16 data was updated January 2019 *** **													
2015-16	54.7%	61.5%	-	-	-	-	-	-	-	-	-	-	-
2014-15	56.1%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	44.2%	-	-	-	-	-	-	-	-	-	-	-
2014-15	55.6%	42.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: CAMERON ISD

Texas Academic Performance Report

Total Students: 546

Campus Name: BEN MILAM EL

2017-18 Campus Student Information

Grade Span: EE - 02

Campus Number: 166901104

School Type: Elementary

Student Information	Campus		District	State
	Count	Percent	District	State
Total Students	546	100.0%	1,850	5,385,012
Students by Grade:				
Early Childhood Education	2	0.4%	0.1%	0.3%
Pre-Kindergarten	164	30.0%	8.9%	4.3%
Kindergarten	108	19.8%	5.8%	6.9%
Grade 1	135	24.7%	7.3%	7.2%
Grade 2	137	25.1%	7.4%	7.3%
Grade 3	0	0.0%	7.7%	7.6%
Grade 4	0	0.0%	8.2%	7.7%
Grade 5	0	0.0%	7.7%	7.7%
Grade 6	0	0.0%	6.3%	7.5%
Grade 7	0	0.0%	7.4%	7.5%
Grade 8	0	0.0%	6.9%	7.4%
Grade 9	0	0.0%	7.8%	8.0%
Grade 10	0	0.0%	6.2%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	5.5%	6.4%
Ethnic Distribution:				
African American	101	18.5%	16.4%	12.6%
Hispanic	255	46.7%	47.6%	52.4%
White	175	32.1%	33.5%	27.8%
American Indian	0	0.0%	0.0%	0.4%
Asian	3	0.5%	0.3%	4.4%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	12	2.2%	2.2%	2.3%
Economically Disadvantaged	419	76.7%	71.8%	58.8%
Non-Educationally Disadvantaged	127	23.3%	28.2%	41.2%
English Learners (EL)	85	15.6%	9.6%	18.8%
Students w/ Disciplinary Placements (2016-17)	0	0.0%	0.3%	1.3%
At-Risk	245	44.9%	46.7%	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	45			
By Type of Primary Disability				
Students with Intellectual Disabilities	*	*	40.0%	43.3%
Students with Physical Disabilities	30	66.7%	23.6%	21.9%
Students with Autism	*	*	**	13.2%
Students with Behavioral Disabilities	7	15.6%	27.3%	20.3%
Students with Non-Categorical Early Childhood	*	*	*	1.4%
Mobility (2016-17):				
Total Mobile Students	28	9.3%	9.1%	16.0%
By Ethnicity:				
African American	6	2.0%		
Hispanic	10	3.3%		
White	9	3.0%		

District Name: CAMERON ISD
Campus Name: BEN MILAM EL
Campus Number: 166901104

Texas Academic Performance Report
2017-18 Campus Student Information

Total Students: 546
Grade Span: EE - 02
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	3	1.0%		

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	3.4%	3.4%	1.8%	11.8%	11.8%	6.9%
Grade 1	4.1%	4.1%	3.4%	0.0%	0.0%	6.2%
Grade 2	2.9%	2.9%	2.1%	0.0%	0.0%	2.6%
Grade 3	-	0.0%	1.3%	-	0.0%	1.0%
Grade 4	-	0.8%	0.6%	-	0.0%	0.5%
Grade 5	-	0.0%	0.7%	-	0.0%	0.6%
Grade 6	-	0.0%	0.5%	-	0.0%	0.6%
Grade 7	-	0.0%	0.7%	-	0.0%	0.6%
Grade 8	-	0.0%	0.6%	-	9.1%	0.8%
Grade 9	-	7.8%	8.0%	-	0.0%	13.5%

Class Size Information	Campus	District	State

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

	Campus	District	State
Elementary:			
Kindergarten	15.4	15.4	18.7
Grade 1	17.6	17.6	18.8
Grade 2	18.9	18.9	18.8
Grade 3	-	17.9	19.0
Grade 4	-	18.7	19.2
Grade 5	-	20.0	21.2
Grade 6	-	21.0	20.3
Secondary:			
English/Language Arts	-	18.4	16.7
Foreign Languages	-	19.1	18.6
Mathematics	-	15.4	17.9
Science	-	17.6	19.0
Social Studies	-	20.1	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Staff Information

District Name: CAMERON ISD
Campus Name: BEN MILAM EL
Campus Number: 166901104

Total Students: 546
Grade Span: EE - 02
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	57.5	100.0%	100.0%	100.0%
Professional Staff:	41.5	72.3%	63.0%	64.1%
Teachers	36.0	62.7%	51.8%	50.1%
Professional Support	1.5	2.6%	6.0%	9.8%
Campus Administration (School Leadership)	4.0	7.0%	4.4%	3.0%
Educational Aides:	15.9	27.7%	12.4%	10.1%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	2.0	4,429.0
Part-time	0.0	n/a	0.0	578.0
Counselors				
Full-time	1.0	n/a	5.0	12,131.0
Part-time	0.0	n/a	0.0	1,148.0
Total Minority Staff:	13.0	22.6%	29.8%	49.9%
Teachers by Ethnicity and Sex:				
African American	2.0	5.6%	3.0%	10.4%
Hispanic	3.0	8.3%	13.6%	27.2%
White	30.0	83.3%	81.1%	58.9%
American Indian	1.0	2.8%	0.8%	0.3%
Asian	0.0	0.0%	1.5%	1.6%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	0.6	1.6%	25.5%	23.7%
Females	35.4	98.4%	74.5%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.6%	1.4%
Bachelors	33.4	92.8%	81.9%	74.1%
Masters	2.6	7.2%	16.5%	23.8%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	7.6%	8.2%
1-5 Years Experience	9.0	25.0%	27.1%	29.1%
6-10 Years Experience	5.0	13.9%	18.9%	19.1%
11-20 Years Experience	13.6	37.7%	29.9%	28.2%
Over 20 Years Experience	8.4	23.4%	16.6%	15.3%
Number of Students per Teacher	15.2	n/a	14.0	15.1

District Name: CAMERON ISD
Campus Name: BEN MILAM EL
Campus Number: 166901104

Total Students: 546
Grade Span: EE - 02
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	8.0	6.3
Average Years Experience of Principals with District	7.0	6.0	5.4
Average Years Experience of Assistant Principals	5.5	4.4	5.2
Average Years Experience of Assistant Principals with District	1.5	2.8	4.6
Average Years Experience of Teachers:	15.2	12.4	10.9
Average Years Experience of Teachers with District:	10.7	7.8	7.1
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$40,057	$47,667
1-5 Years Experience	$41,343	$41,382	$49,663
6-10 Years Experience	$45,120	$44,943	$52,056
11-20 Years Experience	$49,481	$51,115	$55,246
Over 20 Years Experience	$53,822	$53,629	$61,428
Average Actual Salaries (regular duties only):			
Teachers	$47,859	$46,894	$53,334
Professional Support	$61,385	$53,131	$63,165
Campus Administration (School Leadership)	$68,521	$65,154	$77,712
Instructional Staff Percent:	n/a	63.3%	64.4%
Contracted Instructional Staff (not incl. above):	0.0	0.1	6,218.9

District Name: CAMERON ISD
Campus Name: BEN MILAM EL
Campus Number: 166901104

Total Students: 546
Grade Span: EE - 02
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	85	15.6%	9.6%	18.9%
Career & Technical Education	0	0.0%	25.9%	25.8%
Gifted & Talented Education	1	0.2%	4.0%	7.9%
Special Education	45	8.2%	8.9%	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.8%	1.2%	6.1%
Career & Technical Education	0.0	0.0%	5.0%	4.7%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	0.1%	1.8%
Regular Education	33.6	93.2%	86.2%	72.3%
Special Education	1.4	4.0%	5.5%	9.0%
Other	0.0	0.0%	2.0%	3.4%

'^'   Domain modeling data applied to year 2017.
'^^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-'   Indicates there are no students in the group.
'n/a'   Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2016-17 Financial Actual Report

2016-2017 Actual Financial data

Totals for Cameron ISD (166901)

Total Enrolled Students in Membership: 1,867

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Receipts									
Total Revenue	15,533,698	100.00%	8,320	19,238,798	100.00%	10,305	60,069,643,793	100.00%	11,247
Local Tax	3,690,793	23.76%	1,977	4,845,557	25.19%	2,595	27,976,965,437	46.57%	5,238
Other Local and Intermediate	356,963	2.30%	191	501,805	2.61%	269	2,578,511,223	4.29%	483
State	11,437,958	73.63%	6,126	12,295,118	63.91%	6,585	23,445,734,687	39.03%	4,390
Federal	47,984	0.31%	26	1,596,318	8.30%	855	6,068,432,446	10.10%	1,136
Total Receipts	15,533,698	100.00%	8,320	19,238,798	100.00%	10,305	78,161,853,731	100.00%	14,634
Total Revenue	15,533,698	100.00%	8,320	19,238,798	100.00%	10,305	60,069,643,793	100.00%	11,247
Recapture	0	0.00%	0	0	0.00%	0	1,717,529,573	2.20%	322
Total Other Resources	0	0.00%	0	0	0.00%	0	16,374,680,365	20.95%	3,066
Fund Balances (for ISDs)									
Total Fund Balance**	5,916,670	38.09%	3,169	7,076,685	36.78%	3,790	33,590,717,467	58.57%	6,624
Nonspendable Fund Balance	0	0.00%	0	0	0.00%	0	229,029,207	0.40%	45
Restricted Fund Balance	0	0.00%	0	1,158,168	6.02%	620	16,129,847,564	28.13%	3,181
Committed Fund Balance	0	0.00%	0	0	0.00%	0	3,070,095,018	5.35%	605
Assigned Fund Balance	0	0.00%	0	1,847	0.01%	1	2,407,287,978	4.20%	475
Unassigned Fund Balance	5,916,670	38.09%	3,169	5,916,670	30.75%	3,169	11,754,457,700	20.50%	2,318
Disbursements									
Total Expenditures									
BY OBJECT	14,138,005	100.00%	7,573	17,695,626	100.00%	9,478	68,297,721,380	100.00%	12,787
Payroll (Objects 6100)	11,037,214	78.07%	5,912	12,065,362	68.18%	6,462	40,042,127,663	58.63%	7,497
Other Operating (Objects 6200-6400)	2,667,030	18.86%	1,429	3,461,397	19.56%	1,854	11,104,856,740	16.26%	2,079
Debt Service (Objects 6500)	0	0.00%	0	1,735,106	9.81%	929	8,139,910,713	11.92%	1,524
Capital Outlay (Objects 6600)	433,761	3.07%	232	433,761	2.45%	232	9,010,826,264	13.19%	1,687
BY FUNCTION (Objects 6100-6400 only)									
Debt Service (71)	0		0	0		0	0		0

Debt Service (71)	0		0	0		0	0		0
Facilities Acquisition & Construction (81)	0		0	0		0	392,644,180		74
Total Operating Expenditures	13,704,244	100.00%	7,340	15,526,759	100.00%	8,316	50,754,340,223	100.00%	9,503
Instruction (11,95)	8,221,555	59.99%	4,404	8,810,816	56.75%	4,719	28,512,879,011	56.18%	5,338
Instructional Res Media (12)	168,211	1.23%	90	168,211	1.08%	90	602,919,895	1.19%	113
Curriculum/Staff Develop (13)	216,543	1.58%	116	281,292	1.81%	151	1,118,753,712	2.20%	209
Instructional Leadership (21)	0	0.00%	0	0	0.00%	0	795,765,497	1.57%	149
School Leadership (23)	907,819	6.62%	486	907,819	5.85%	486	2,963,688,517	5.84%	555
Guidance Counseling Svcs (31)	331,427	2.42%	178	331,427	2.13%	178	1,831,230,685	3.61%	343
Social Work Services (32)	35,001	0.26%	19	35,001	0.23%	19	134,915,660	0.27%	25
Health Services (33)	116,665	0.85%	62	116,665	0.75%	62	509,956,324	1.00%	95
Transportation (34)	233,900	1.71%	125	233,900	1.51%	125	1,484,237,419	2.92%	278
Food (35)	505	0.00%	0	1,164,143	7.50%	624	2,805,541,879	5.53%	525
Extracurricular (36)	1,027,015	7.49%	550	1,027,015	6.61%	550	1,528,128,443	3.01%	286
General Administration (41,92)	661,637	4.83%	354	661,637	4.26%	354	1,639,918,265	3.23%	307
Plant Maint/Operation (51)	1,432,480	10.45%	767	1,432,480	9.23%	767	5,158,862,799	10.16%	966
Security/Monitoring (52)	19,071	0.14%	10	19,071	0.12%	10	468,780,126	0.92%	88
Data Processing Services (53)	318,495	2.32%	171	318,495	2.05%	171	957,336,378	1.89%	179
Community Services (61)	13,920	0.10%	7	18,787	0.12%	10	241,425,613	0.00%	45
Total Disbursements	14,265,207	100.00%	7,641	17,822,828	100.00%	9,546	76,498,619,030	100.00%	14,323
Total Expenditures	14,138,005	99.11%	7,573	17,695,626	99.29%	9,478	68,297,721,380	100.00%	12,787
Recapture	0	0.00%	0	0	0.00%	0	1,717,529,573	2.20%	322
Total Other Uses	0	0.00%	0	0	0.00%	0	5,851,782,329	7.65%	1,096
Intergovernmental Charge	127,202	0.89%	68	127,202	0.71%	68	631,585,748	1.24%	118

Program Expenditures

Operating Expenditures - Program	10,975,453	100.00%	5,879	11,629,463	100.00%	6,229	37,683,988,239	100.00%	7,056
Regular	6,879,168	62.68%	3,685	6,886,731	59.22%	3,689	22,669,107,496	60.16%	4,244
Gifted and Talented	66,728	0.61%	36	66,728	0.57%	36	403,184,949	1.07%	75
Career and Technical	728,584	6.64%	390	749,809	6.45%	402	1,488,862,268	3.95%	279
Students with Disabilities	1,089,958	9.93%	584	1,089,958	9.37%	584	5,868,618,104	15.57%	1,099
Accelerated Education	203	0.00%	0	218,361	1.88%	117	1,669,659,901	4.43%	313
Bilingual	36,268	0.33%	19	45,728	0.39%	24	660,108,586	1.75%	124
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	150,276,291	0.40%	28
Disc Alt Ed-DAEP Basic Serv	96,198	0.88%	52	96,198	0.83%	52	222,892,282	0.59%	42
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	26,991,862	0.07%	5
T1 A Schoolwide-St Comp>=40%	855,989	7.80%	458	1,253,593	10.78%	671	2,002,915,866	5.32%	375

Athletics/Related Activities	816,343	7.44%	437	816,343	7.02%	437	1,015,226,210	2.69%	190
High School Allotment	137,351	1.25%	74	137,351	1.18%	74	510,744,718	1.36%	96
Prekindergarten	268,663	2.45%	144	268,663	2.31%	144	995,399,706	2.64%	186

	District	State
Instructional Expenditure Ratio	61.8%	63.1%

Tax Rates

2016 (current tax year) Tax Rates

	District	State
Maintenance and Operations	1.0400	1.0869
Interest and Sinking Funds	0.3300	0.2101
Total Tax Rate	1.3700	1.2970

2015 Tax Year State Certified Property Values

	Amount	Percent	Amount	Percent
Property Value	311,608,957	N/A	2,117,237,490,096	N/A
Property Value per pupil	166,904	N/A	418,176	N/A
Property Value by category:				
Business	146,530,202	47.29%	845,239,296,289	35.45%
Residential	121,342,601	39.16%	1,345,716,654,821	56.44%
Land	33,078,461	10.68%	61,874,035,037	2.60%
Oil and Gas	1,263,616	0.41%	117,841,214,660	4.94%
Other	7,642,530	2.47%	13,528,275,687	0.57%

Unassigned Fund Balance percentage of total budgeted expenditures

2016-2017 School Districts' General Fund Unassigned Fund Balance***	5,916,670	11,795,907,800
2016-2017 School Districts' General Fund Total Budgeted Expenditures	14,454,852	43,775,469,571
2016-2017 School Districts' Percent of Total Budgeted Expenditures	40.9%	26.9%

** Fund balance percentages are calculated by dividing the fund balance by either the general revenue or all funds. The percentages illustrate the size of the fund balance in relation to total revenues. Charter schools report net assets rather than fund balances.

*** The TEA does not have encumbrance data to subtract from the fund balances.

School Campus: Cameron Yoe H S   District: CAMERON ISD

Campus Number: 166901002   Total Membership: 479

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,835,283	100.00	8,007	3,856,508	100.00	8,051
Operating-Payroll	2,897,743	75.55	6,050	2,897,743	75.14	6,050
Other Operating	929,338	24.23	1,940	950,563	24.65	1,984
Non-Operating(Equipt/Supplies)	8,202	0.21	17	8,202	0.21	17
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,827,081	100.00	7,990	3,848,306	100.00	8,034
Instruction (11,95) *	2,426,098	63.39	5,065	2,444,208	63.51	5,103
Instructional Res/Media (12) *	71,953	1.88	150	71,953	1.87	150
Curriculum/Staff Develop (13) *	55,761	1.46	116	58,876	1.53	123
Instructional Leadership (21) *	0	0.00	0	0	0.00	0
School Leadership (23) *	286,882	7.50	599	286,882	7.45	599
Guidance/Counseling Svcs (31) *	157,869	4.13	330	157,869	4.10	330
Social Work Services (32) *	365	0.01	1	365	0.01	1
Health Services (33) *	44,714	1.17	93	44,714	1.16	93
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	782,740	20.45	1,634	782,740	20.34	1,634
Plant Maint/Operation (51) * **	699	0.02	1	699	0.02	1
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,043,642	100.00	6,354	3,064,867	100.00	6,398
Regular	1,786,677	58.70	3,730	1,786,677	58.30	3,730
Gifted & Talented	3,900	0.13	8	3,900	0.13	8
Career & Technical	730,396	24.00	1,525	751,621	24.52	1,569
Students with Disabilities	291,087	9.56	608	291,087	9.50	608
Accelerated Education	0	0.00	0	0	0.00	0
Bilingual	380	0.01	1	380	0.01	1
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	92,010	3.02	192	92,010	3.00	192
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	31,177	1.02	65	31,177	1.02	65
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	108,015	3.55	226	108,015	3.52	226
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

School Campus: Cameron Middle   District: CAMERON ISD

Campus Number: 166901041   Total Membership: 408

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	2,354,310	100.00	5,770	2,372,390	100.00	5,815
Operating-Payroll	2,122,070	90.14	5,201	2,139,300	90.17	5,243
Other Operating	232,240	9.86	569	233,090	9.83	571
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	2,354,310	100.00	5,770	2,372,390	100.00	5,815
Instruction (11,95) *	1,847,396	78.47	4,528	1,865,476	78.63	4,572
Instructional Res/Media (12) *	36,853	1.57	90	36,853	1.55	90
Curriculum/Staff Develop (13) *	45,290	1.92	111	45,290	1.91	111
Instructional Leadership (21) *	0	0.00	0	0	0.00	0
School Leadership (23) *	199,472	8.47	489	199,472	8.41	489
Guidance/Counseling Svcs (31) *	64,559	2.74	158	64,559	2.72	158
Social Work Services (32) *	6,438	0.27	16	6,438	0.27	16
Health Services (33) *	31,879	1.35	78	31,879	1.34	78
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	122,423	5.20	300	122,423	5.16	300
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	2,231,887	100.00	5,470	2,249,967	100.00	5,515
Regular	1,723,764	77.23	4,225	1,723,764	76.61	4,225
Gifted & Talented	30,920	1.39	76	30,920	1.37	76
Career & Technical	-1,812	-0.08	-4	-1,812	-0.08	-4
Students with Disabilities	291,167	13.05	714	291,167	12.94	714
Accelerated Education	0	0.00	0	0	0.00	0
Bilingual	1,109	0.05	3	1,109	0.05	3
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	1,396	0.06	3	1,396	0.06	3
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	160,461	7.19	393	178,541	7.94	438
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	24,882	1.11	61	24,882	1.11	61
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

School Campus: Cameron El   District: CAMERON ISD

Campus Number: 166901101   Total Membership: 408

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	2,005,170	100.00	4,915	2,161,969	100.00	5,299
Operating-Payroll	1,884,136	93.96	4,618	2,038,759	94.30	4,997
Other Operating	121,034	6.04	297	123,210	5.70	302
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	2,005,170	100.00	4,915	2,161,969	100.00	5,299
Instruction (11,95) *	1,651,072	82.34	4,047	1,807,871	83.62	4,431
Instructional Res/Media (12) *	33,540	1.67	82	33,540	1.55	82
Curriculum/Staff Develop (13) *	42,048	2.10	103	42,048	1.94	103
Instructional Leadership (21) *	0	0.00	0	0	0.00	0
School Leadership (23) *	180,193	8.99	442	180,193	8.33	442
Guidance/Counseling Svcs (31) *	62,384	3.11	153	62,384	2.89	153
Social Work Services (32) *	7,001	0.35	17	7,001	0.32	17
Health Services (33) *	24,604	1.23	60	24,604	1.14	60
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	4,328	0.22	11	4,328	0.20	11
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	2,000,842	100.00	4,904	2,157,641	100.00	5,288
Regular	1,554,967	77.72	3,811	1,554,967	72.07	3,811
Gifted & Talented	33,223	1.66	81	33,223	1.54	81
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	171,984	8.60	422	171,984	7.97	422
Accelerated Education	52	0.00	0	60,686	2.81	149
Bilingual	10,944	0.55	27	13,120	0.61	32
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	1,396	0.07	3	1,396	0.06	3
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	228,276	11.41	560	322,265	14.94	790
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

School Campus: Ben Milam El   District: CAMERON ISD

Campus Number: 166901104   Total Membership: 572
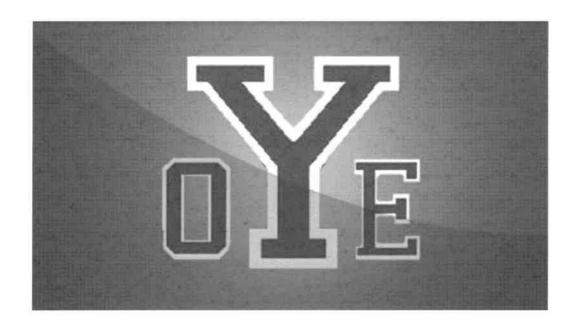
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	2,657,166	100.00	4,645	3,015,164	100.00	5,271
Operating-Payroll	2,492,948	93.82	4,358	2,784,911	92.36	4,869
Other Operating	164,218	6.18	287	230,253	7.64	403
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	2,657,166	100.00	4,645	3,015,164	100.00	5,271
Instruction (11,95) *	2,233,241	84.05	3,904	2,588,046	85.83	4,525
Instructional Res/Media (12) *	25,865	0.97	45	25,865	0.86	45
Curriculum/Staff Develop (13) *	73,444	2.76	128	76,637	2.54	134
Instructional Leadership (21) *	0	0.00	0	0	0.00	0
School Leadership (23) *	241,272	9.08	422	241,272	8.00	422
Guidance/Counseling Svcs (31) *	46,615	1.75	81	46,615	1.55	81
Social Work Services (32) *	21,197	0.80	37	21,197	0.70	37
Health Services (33) *	15,468	0.58	27	15,468	0.51	27
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	64	0.00	0	64	0.00	0
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	2,657,102	100.00	4,645	3,015,100	100.00	5,271
Regular	1,813,061	68.23	3,170	1,813,061	60.13	3,170
Gifted & Talented	-1,315	-0.05	-2	-1,315	-0.04	-2
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	178,910	6.73	313	178,910	5.93	313
Accelerated Education	151	0.01	0	116,862	3.88	204
Bilingual	23,835	0.90	42	25,235	0.84	44
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	1,396	0.05	2	1,396	0.05	2
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	372,401	14.02	651	612,288	20.31	1,070
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	268,663	10.11	470	268,663	8.91	470

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

Cameron Independent School District

C. H. Yoe High School

2018-2019 Campus Improvement Plan

Mission Statement

The Cameron Independent School District in partnership with parents and community will provide a quality education for all of our students, empowering them to pursue productive and fulfilling lives in an ever-changing, interdependent world.

Vision

Cameron ISD

Vision for Students

>Students will take Intellectual risks and set personal goals

>Students will experience a diverse education to include the arts, character development, and physical activities

>Students will effectively use technology as a learning resource

>Students will exhibit confidence, adaptability, strong character, and balance in life

>Students will graduate with the prerequisite skills needed for post-secondary entry, military qualification, and/or workforce entry

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Summary of the Outcome of the Campus Needs Assessment (CNA)

I.   **ACADEMICS: STUDENTS AND STAFF**

What We are Doing Well

1. Technology lending program for $9^{th} - 11^{th}$ grade students.
2. Individualized counselor conferences for all 9th and 12th-grade students.
3. Student groups broken down by demographics and scores disaggregated through DMAC.
4. Coordinated planning of teachers through common planning periods.
5. Implementation of Health Science track for HB5 graduation plan.
6. Dual credit opportunities through TC, TSTC, TXVSN.
7. Training opportunities for teachers and core teacher team meetings.

Area(s) of Need

1.   **Design/Success of remedial program.**

1. Develop a more effective method for STAAR (EOC) remediation.
2. Purchase Knowsys Vocabulary Builder program for use in ELA courses.
3. Continue to schedule students into after-school remedial programs (Cameron Prep and EOC specific tutorials).
4. Investigate a way to increase the number of students who are served in Tier II and Tier III.
5. Increase the effectiveness of service for students being served in Tier II and Tier III.
6. Set/Require teachers to have a posted tutorial time twice weekly.
7. Digitally track all students in tested areas and measure growth over each six weeks

2. Attendance

1. Develop a reward system for good attendance

2. Continue to publicize attendance awards in place

3. Continue working with local Justice of the Peace for filing truancy charges.

4. Receive training on coding of absences for Attendance Clerks.

3. Increase Certification Program Offerings

1. Welding

2. CNA

3. Technology

4. Strategies

1. Continue collaborative meetings with cooperative districts (Rockdale).
2. Continue with the implementation of the Texas Curriculum Management Program Cooperative (TCMPC) curriculum.
   Establish a campus-wide late work/assignment policy.

3.
4. Expand the technology lending program to all students in grades 9-12.
5. Review discipline strategies to increase positive behavior and decrease inappropriate behavior.
6. Provide additional counselor on staff for College and Career Readiness as well as to provide services at a deeper level that is currently being offered

5. Curriculum Issues

1. Continue implementation of Foundation Diploma Program and Endorsements from HB 5.
2. Increase SAT/ACT scores.
3. Implement Lead4Ward strategies.
4. Increase classroom walkthroughs by Principal/Assistant Principal
5. Work toward use of technology as an instructional tool.

6. T-Tess Implementation

II.   SAFETY: FACILITIES AND POLICIES

What We are Doing Well

1. Appearance of building.
2. Climate of building.
3. Safety and Security policy in place.
4. Hosting district safety and security monthly meetings.
   1. Conduct full scale safety lock down drill coordinated with local authorities.

Area(s) of Need

1. **Classroom Locations**

   1. Determine if any of the location of classes needs to be changed

2. **Carpeting Replaced**

   !. BME Annex

   2. Front offices/mailroom/conference room/teachers' lounge

3. **Roof Repair**

   1. Gym

   2. PAC

   3. BME Annex

4. **Flooring Repair**

   1. Old Gym

5. **Driveway Repair in front of Main Entrance/Kiosk**

6. **Emergency Operations**

1. Implement Safe and Civil Schools program.

2. Continued review of Emergency Operations procedures

3. Continue to monitor building for safety and security.

4. Explore ways to increase the safety and security of campus.

5. Upgrade communication equipment to code.

III.   PARENTS AND COMMUNITY INVOLVEMENT

What We are Doing Well

1. Communication to Parents: phone, Blackboard Connect 5, Weekly Bulletin, E-Mail, local media, maintaining online calendar of events, and social media (Facebook, Twitter, and Remind websites).
    1. Campus administrators and teachers are readily available for conferences.
    2. Parent conferences are conducted two times a year.

Area(s) of Need

1. **Maintain records of parent conferences.**

2. **Continue to contact parents regarding:**

1. Students struggling with content (grades and EOC preparation

2. Student attendance

3. Student behavior

Demographics

Demographics Summary

Ethnic Distribution: African American 86 17.1% Hispanic 233 46.4% White 186 37.0% American Indian 1 .001% Asian 2 0.003% Pacific Islander 0 0.0% Two or More Races 8 0.015%

Economically Disadvantaged 349 69.5% English Language Learners (ELL) 9 0.01% Students w/ Disciplinary Placements (2015-2016) 2.4% At-Risk 263 52.39%

Teachers by Ethnicity : African American 1 2.7% Hispanic 4 10.8% White 30 81.0% Pacific Islander 1.0 2.7% Two or More Races 1 2.7%

Demographics Strengths

Diversity of Yoe High is an asset. Yoe High is the melting pot with each ethnicity interacting and helping build bridges where there are gaps educationally and socially.

Parents of all demographics are support of educational efforts when conacted

Graduation rate incresed

Increased average of number of hispanic population in the top ten percent

Problem Statements Identifying Demographics Needs

Problem Statement 1: Male population in subgroups are lower than average **Root Cause**: Literacy rate, Attendance, Economic Disadvantaged will need to improve with increased focus

Student Academic Achievement

Student Academic Achievement Summary

STAAR ELAR - 60% 9th Masters 3.0% 10th 4.0%

STAAR Alegbra - 79% Masters 11%

STAAR Biology 85% Masters 15%

STAAR US History -- 91% Masters 40%

CCMR 2018 Raw Data Score - 38 Sacle 69

SAT Reading and Writing 510 Math -491

Attendance Rate 94.8%

ACT ELA 19.9 Math 20.3

Student Academic Achievement Strengths

Student performance on the U.S. History, Eng II, and Algebra I EOC improved on the 2018 STAAR.

Increase in students taking dual credit

Increase intrest in the TBI program (two student graduated with Associates Degree this year)

Increased passing percentage in all grade levels

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The Hispanic, African American, and Economically Disadvantaged subpopulations are performing below the state averages. **Root Cause**: Low attendance rate, Lack of attentiveness to needs (Reviewing data, Filling Educational gaps))of Hispanic, African American, and Economically

Disadvantaged subpopulations.

Problem Statement 2: Special education students are performing below state averages. **Root Cause**: Training on how to individualize learning to fill in the educational gaps while meeting the grade level TEKS.

Problem Statement 3: STAAR English I and English II test are below state average **Root Cause**: Low Literacy achievement, Minimum writing endurance, Failure to address gaps in learning

School Processes & Programs

School Processes & Programs Summary

Lead4ward resources or used for data analysis and lesson planning.

PLC, C2L, help with collaborative efforts to insure best practices for success.

T-Tess evaluation system is used to increase teacher effectiveness.

Communication with the community and families is strong through the use of social media and automated systems.

Students and teachers are given cutting edge technology to aid in the education process.

School Processes & Programs Strengths

The campus is one to one with chrome books.

Core teachers meet weekly to discuss planning and success.

Enrichment period implemented for zero elimination for missed work.

Credit recovery system improved to allow students to stay on grade level.

Math and English intervention periods have been implemented.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Use of lead4ward teks and teaching strategies need to continually improve.

Problem Statement 2: Continued emphasis on literacy by administration, teachers, and community is needed.

Problem Statement 3: Goal setting for students and staff needs to increase.

Problem Statement 4: Continued improvement in student remediation process needs to occur,

Problem Statement 5: Student discipline needs to continue to improve,

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Goal 1: Establish a culture of academic excellence.

Performance Objective 1: Objective 1.1: All tested Core Content areas will improve by at least 5% on the End of Course (EOC) in all student groups. Masters Grade Level Performance will exceed the state average.

Evaluation Data Source(s) 1: Summative Evaluation: EOC, PBMAS, TELPAS

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Comprehensive Support Strategy **Critical Success Factors** CSF 1 1) Practice EOC & and benchmark tests will be given regularly, using DMAC and the TEKS Resource System to analyzed student needs in order to modify instruction to address deficient areas.	Principal	Teachers will have data to plan instruction and interventions.	52%		
Comprehensive Support Strategy 2) Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 9-12. Forethought will used to assist in lesson planning and scope and sequence building. Math & Science will build in consistent vocabulary and processes	Assistant Superintendent, Principal, Teachers	Report of Progress in content team meetings - Agendas Principals will evaluate use of DMAC Reporting	43%		
	Funding Sources: Local - 0.00				
Comprehensive Support Strategy 3) The Accelerated Education Interventions will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students. RTI Tier Level Classes using Tutorials and Edginuity Learning in grades 9-12.	Instructional Leadership Team	Principal Meetings monthly with Principals and Assistant Superintendent	47%		
	Funding Sources: Title 2 - 0.00				
Comprehensive Support Strategy 4) Scope and Sequences will be reviewed, analyzed, and revised, and kept current in TEKS Resource System. Teachers and campus staff will use the scope and sequence developed in the TEKS Resource System when planning lessons and calendars.	Assistant Superintendent, Principals, Teachers	Walkthrough Reports, Content Area Team Agendas	53%		
	Funding Sources: Local - 0.00				

Comprehensive Support Strategy 5) Administrators will continue to monitor curriculum using the Curriculum Walk Through Model by increasing frequency by 25%. Administrators will check to see that lesson plans and scope and sequences match the instruction that they see in the walkthrough. Instructional Walkthrough training will continue concerning instructional focus to align curriculum, instruction, and assessment.	Instructional Leadership Team	Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, T-TESS Reports	49%		
	Funding Sources: Title 2 - 0.00, Local - 0.00				
Comprehensive Support Strategy 6) Provide accommodation and modification staff development to teachers for the Response to Intervention (RTI), Student Intervention Teams (SIT), 504, & Special Education Process. Include co-teaching technique training.	Assistant Superintendent, Principals, Burleson-Milam Coop Director	Faculty & Content Area Team meeting Agendas, Staff Development Attendance Records	43%		
	Funding Sources: Title 2 - 0.00				
Comprehensive Support Strategy 7) The Dyslexia Program for students will be evaluated and revised if needed for optimum benefits for identified students.	Principals & Dyslexia Teacher	Bi-annual Dyslexia Reports to Principals	3%		
	Funding Sources: Local - 0.00				
8) Dual Credit course offerings through Temple College, Texas Bioscience Institute, UTPB and Texas Virtual Schools Network (TxVSN)	HS Principal, Assistant Principal, and Counselors	Transcripts, Credit accrual	70%		
	Funding Sources: Local - 0.00				
9) Conduct a College Prep Seminar	Principal and Counselors	ACT, SAT, and PSAT Results	31%		
	Funding Sources: Local - 0.00				
10) The ACT Assessment Programs will be offered and continued evaluation, revision, and enhancement will be provided.	Principal, Counselors	ACT Reports, ACT/SAT Effectiveness Review	62%		
	Funding Sources: Local - 0.00				
Comprehensive Support Strategy 11) Teachers will utilize instructional technology to enhance instruction using SmartBoards, video streaming, probewear, graphing calculators & computers	Assistant Superintendent, Principal, , Assistant Principal, Technology Director	Technology Survey, Classroom walkthroughs, Software usage reports	13%		
	Funding Sources: Comp ed - 0.00, Local - 0.00				
Comprehensive Support Strategy 12) Campus Schedules will be adjusted to provide more time on task in the area of ELA and math for identified students.	Principals, Assistant Principal, Teachers	Master Schedules	66%		
	Funding Sources: Local - 0.00				

Comprehensive Support Strategy 13) Teachers will be trained on the use of the TEKS Resource System in a collaborative environment with teachers from neighboring school districts creating a Collaborative 2 Learn (C2L). Title I A Component 9	Superintendent, Assistant Superintendent, Principal, Assistant Principal	Training Agendas, Sign in sheets, C2L Agendas, C2L Assessments			
	Funding Sources: Comp ed - 0.00				
14) Pre-AP Training for increased rigor	Principal, Core Teachers	College Board Curriculum Training Certificates			
	Funding Sources: State GT Funds - 0.00				
Comprehensive Support Strategy 15) Training will be provided for teachers to help them integrate technology (ex. Web 2.0 tools) into their curriculum on a regular basis. Title I A Component 4	Assistant Superintendent and Principal	Staff Survey			
	Funding Sources: Title 1 - 0.00, Title 2 - 0.00, Title III - 0.00				
Comprehensive Support Strategy 16) Training on curriculum implementation in ELAR, Math, Science, and Social Studies to ensure that instruction is aligned with current best practice. Title I A Component 4	Principal, Assistant Superintendent	Staff Survey	52%		
	Funding Sources: Title 2 - 0.00				
17) Staff will receive training in professional protocols and procedures in confidentiality and professionalism in all aspects of their communication.	Principal, Assistant Principal	Agendas, memoranda, work records, and principal documentation	100%	100%	100%
	Funding Sources: Local - 0.00				
Comprehensive Support Strategy 18) Training will be provided on Effective use of Technology to ensure that teaching practices are aligned with best practice. Title I A Component 4	Principal Assistant Superintendent	Staff Survey	64%		
	Funding Sources: Title 1 - 0.00, Title 2 - 0.00				
19) Training will be provided to teachers in the Safe and Civil Schools Foundation Program. Title I A Component 4	Principal, Trainer of Trainers	Walkthrough Reports			
	Funding Sources: Local - 0.00, Title 1 - 0.00				
Comprehensive Support Strategy 20) Continue alignment of instructional software. Align software solutions to enhance instruction and assessment in all content areas throughout district. (ETS, Eduphoria, DMAC, United Streaming)	Assistant Superintendent	Technology Software Assessment	30%		
	Funding Sources: Perkins - 0.00, Local - 0.00				
Comprehensive Support Strategy 21) A district-wide focus on planning will occur with staff development and a District-wide approach to planning will occur. This will also occur across districts in the C2L.	Principal, Assistant Superintendent, Teachers	Staff Development Agendas, Content Area Agendas, Instructional Walkthrough Reports	27%		
	Funding Sources: Local - 0.00				

22) The district's expectation of learning will be restated in language that students will understand by the campus teachers. As a unified campus faculty, the campus classroom expectations of learning will be posted in every classroom on the campus.	Campus Principals Classroom Teachers	Administrative Observation	41%		
	Funding Sources: Local - 0.00				
23) Annual career day will be held at Yoe High School.	Counselors	Student Evaluation of Career Day, Student Sign In Sheets			
	Funding Sources: Local - 0.00				
24) Today a Reader - Tomorrow a Leader reading/writing contest.	ELA Teachers	State Assessment Evaluation			
	Funding Sources: Local - 0.00				
25) ACT preparatory program to enhance post-secondary readiness of students.	Principal	ACT Student Report	42%		
	Funding Sources: Comp ed - 0.00				
26) All core teachers will participate in the PLC process.	Principal Assistant Principal	Instruction and academic performance will improve.	68%		
27) All teachers will be trained in The Fundamental Five instructional strategies.	Principal Assistant Principal	Instruction will become more effective.	100%	100%	100%
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

Goal 1: Goal 1: Establish a culture of academic excellence.

Performance Objective 2: Objective 1.2: YHS will show a 5% increase of student participation in extracurricular programs.

Evaluation Data Source(s) 2: Student rosters of participation in various programs.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) Continue the enhancement of the soccer program to involve students that may not be involved in traditional extracurricular programs.	Athletic Director	Soccer Team Rosters, Team Record	62%		
Funding Sources: Local - 0.00					
2) Additional CTE student certifications and licensures will be acquired in order to increase student technical skill attainment.	Principal, Counselors, CTE Teachers	Technical Skill Attainment Report 2S1, Precision Exams Reports	65%		
Funding Sources: Perkins - 0.00					
3) Provide additional participation opportunities for students in the agricultural education program	Principal, Ag Teachers	Participation Numbers, Awards Number increase	42%		
Funding Sources: Local - 0.00, Perkins - 0.00					
100% = Accomplished 0% = No Progress ✗ = Discontinue					

Goal 1: Goal 1: Establish a culture of academic excellence.

Performance Objective 3: Objective 1.3: The performance of all students in special programs will improve 5% on a grade level or an ARD determined state or local assessment.

Evaluation Data Source(s) 3: Summative Evaluation: EOC, PBMAS, TELPAS

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Comprehensive Support Strategy 1) Student needs will be identified and appropriate Response to Interventions will be utilized and served in the following areas: Student Intervention Teams (SIT), Section 504, Advanced Academic Program (AAP), Dyslexia, Special Education, Accelerated Education Interventions, ESL/Bilingual. Title I Part A Component 9	Principal, Counselors, Diagnostician and Teachers	Identification process and EOC scores, Student Academic Progress, STAAR, and Benchmarks	46%		
		Funding Sources: Comp ed - 0.00, Local - 0.00, Title III - 0.00, Title 1 - 0.00			
2) Teachers and paraprofessionals will receive training, as needed in the area of accommodation and modification instructional strategies, co-teaching strategies for working with at-risk and special need students. Title I A Component 4	Principal, Assistant Superintendent	Sign in Sheets, Certificates, Classroom Walkthroughs, Staff Meeting Agendas	68%	100%	100%
		Funding Sources: Local - 0.00, Title 2 - 0.00			
3) Staff development will continue concerning admission, review, and dismissal for the SIT, Section 504 and Special Education Programs.	Special Education Director	Staff Meeting Agendas, Content Team Agendas, Sign In Sheets of training times.	100%	100%	100%
		Funding Sources: Local - 0.00, Title 2 - 0.00			
Comprehensive Support Strategy 4) A district-wide focus on planning will occur with staff development, inception of planning software, and a consistent method of planning of lessons fully implementing the TEKS 9-12.	Assistant Superintendent, Principal, Teachers	Staff Development Agendas, Content Area Agendas, Instructional Walkthrough Reports	56%		
		Funding Sources: Title 2 - 0.00, Local - 0.00			
Comprehensive Support Strategy 5) The Accelerated Education Programs will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students (Math extension classes, Edginuity, and tutorials). Title I A Component 2	Principal	Student performance in each campus accelerated program	67%		
		Funding Sources: Title 1 - 0.00, Comp ed - 0.00			

6) Teachers will receive 6 hours of AAP annual update training. Continue requiring all content teachers to have their 30 hours of AAP credits.	Campus Principal, Assistant Superintendent, AAP Program Director	G/T Training Certificates	2%		
	Funding Sources: Local - 0.00, State GT Funds - 0.00				
Comprehensive Support Strategy 7) Progress Monitoring Tracking Sheets of individual students by core teachers Title I A Component 9	Teachers	Pattern of student success	48%		
	Funding Sources: Title 1 - 0.00				

100%
0%

X

= Accomplished   = No Progress   = Discontinue

Goal 1: Goal 1: Establish a culture of academic excellence.

Performance Objective 4: Objective 1.4: The dropout rate for YHS will be less than 1%.

Evaluation Data Source(s) 4: PEIMS, Accountability Reports

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Comprehensive Support Strategy 1) Utilize the Student Intervention Team (SIT) as a precursor for students having instructional and behavioral difficulty to determine if there are alternative interventions. Title I A Component 2 & 9	Principals, Counselors, and Teachers	Progress Monitoring Tools (Benchmarks) TELPAS, EOC Acc, EOC Alt, Disaggregated results are shared in team meetings			
		Funding Sources: Title 1 - 0.00, Comp ed - 0.00			
Comprehensive Support Strategy 2) The Accelerated Education Interventions will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students. (Response to Intervention (RTI) Tier Level Classes using Voyager and Apex in grades K-12. Title I A Component 2 & 9	Principals Counselor Teachers GT Coordinator	Student performance in each campus accelerated program	67%		
		Funding Sources: Title 1 - 0.00, Comp ed - 0.00			
Comprehensive Support Strategy 3) Progress Monitoring, EOC and benchmark tests will be given on each campus regularly, using DMAC, and other assessment sources to analyze student needs in order to modify instruction to address deficient areas and address students in crisis in a more time efficient manner. Title I A Component 8	Principal and Assistant Principal	Data results disaggregated and results shared in content team meetings including students tracked individually to monitor progress toward mastery of the TEKS.	70%		
		Funding Sources: Local - 0.00			
4) YHS will closely monitor student leavers to ensure they enroll in another school district.	Principal, Assistant Principal, and PEIMS Coordinator	PEIMS Data	71%		
		Funding Sources: Local - 0.00			
5) YHS will coordinate and utilize community social services (Judicial system, and Child Protective Services) to enhance dropout recovery programs.	Principal, Counselors, Nurses, Teachers, and Asst. Principal	PEIMS Data	54%		
		Funding Sources: Local - 0.00			
Comprehensive Support Strategy 6) Continue to utilize, review, and analyze the Edginuity lab for credit recovery and intervention. Title I A Component 2 & 9	Principal	Grades, Transcripts, Edginuity Reports	65%		
		Funding Sources: Comp ed - 0.00, Title 1 - 0.00			

Comprehensive Support Strategy	YHS Principal and Assistant Principal, Tutorial Teachers	Number of students participating in program. Success on EOC and credit accrual			
7) Conduct a Summer Academy and redesign the After-School tutorial program for an extension for student learning in addition to the regular learning day/Extension for learning.					
	Funding Sources: Local - 0.00, Title 1 - 0.00				
Comprehensive Support Strategy	Principal, core teachers	DMAC Reports, Goal Tracking Forms	70%		
8) Digitally track the progress of students in core subjects and include a goal setting component in the tracking method.					
	Funding Sources: Local - 0.00				

100%	0%	✕
= Accomplished	= No Progress	= Discontinue

Goal 1: Goal 1: Establish a culture of academic excellence.

Performance Objective 5: Objective 1.5: Attendance of students at YHS will be at 97% or higher.

Evaluation Data Source(s) 5: PEIMS, Attendance Reports

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) District will provide personnel (PEIMS clerks) to address student attendance and call students who are absent.	Principal, Assistant Principal, PEIMS Clerk	PEIMS Data	79%		
Funding Sources: Local - 0.00					
2) An automated phone calling system will be utilized so that parents are informed quickly and efficiently of a student's absence in grades 9-12. (Connect 5) Title I A Component 6	Principals, PEIMS Clerks, and Campus Secretaries	Connect 5 Reports	71%		
Funding Sources: Local - 0.00, Title 1 - 0.00					
Comprehensive Support Strategy 3) Policy and Procedures for student absences will be followed consistently for students receiving unexcused absences with the cooperation of Cameron & Milam County court system.	Principals, PEIMS clerks, and Assistant Principals	Individual Parent/Student Documentation	70%		
Funding Sources: Local - 0.00					
4) Incentives will be provided to promote attendance goals set at 97% and curriculum goals for EOC.	Campus Principal and Assistant Principal	Report			
Funding Sources: Local - 0.00					
5) YHS will coordinate and utilize community social services (judicial system, and Child Protective Services) to enhance attendance issues.	Principal, Assistant Principal, Counselors, Nurse, Teachers	PEIMS Data	52%		
Funding Sources: Local - 0.00					
100% = Accomplished	0% = No Progress	✕ = Discontinue			

Goal 1: Goal 1: Establish a culture of academic excellence.

Performance Objective 6: Objective 1.6: All limited English proficient students will show at least one level of advancement on a state assessment.

Evaluation Data Source(s) 6: TELPAS, EOC, PBMAS

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) Certified ESL teachers will work with designated ESL students daily on each campus. Title I A Component 3	Principals ESL Teacher	EOC TELPAS	60%		
Funding Sources: Title 1 - 0.00, Title III - 0.00					
2) An ESL TExES preparation class will be available for CISD teachers who wish to take the ESL exam at district expense. District will also provide funds for teachers to take and place ESL certification on their certifications. Title I A Component 3	Assistant Superintendent	Number of teachers who take the test	6%		
Funding Sources: Comp ed - 0.00, Local - 0.00					
3) ESL materials, including computer stations and software, will continue to be supplied for the regular education classrooms where LEP students are served.	Assistant Superintendent	Invoices	22%		
Funding Sources: Comp ed - 0.00, Local - 0.00					
4) ESL teachers will attend training on the TELPAS. Title I A Component 4	Assistant Superintendent	Sign in sheets			
Funding Sources: Local - 0.00					
5) ESL students will receive reading intervention based on the RtI framework.	Principals	TELPAS, Benchmarks, Report Card grades	50%		
Funding Sources: Local - 0.00, Title III - 0.00					
100% = Accomplished 0% = No Progress X = Discontinue					

Goal 2: Goal 2: Provide a safe and disciplined environment.

Performance Objective 1: Objective 2.1: All facilities will be clean, secure, and well maintained.

Evaluation Data Source(s) 1: Parent Surveys, Community Surveys, Staff Surveys, and Maintenance Work Orders

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) Scheduled Maintenance at Agriculture Farm to Enhance Facility	Superintendent Maintenance Department	Invoices	22%		
Funding Sources: Local - 0.00					
2) Beautification Projects will be investigated and initiated in order to shows pride in our school system. (Recycling, Junior Master Gardeners projects, Cleaning and upgrading facilities, etc.	Administration	List of beautification Projects done for the year	24%		
Funding Sources: Local - 0.00					
3) Appropriate A/C and Heating Temperatures	Business Manager	Maintenance reports	79%		
Funding Sources: Local - 0.00					
100% = Accomplished 0% = No Progress ✗ = Discontinue					

Goal 2: Goal 2: Provide a safe and disciplined environment.

Performance Objective 2: Objective 2.2: Discipline referrals will decrease by 10% and there will be no violent incidences.

Evaluation Data Source(s) 2: Parent Survey, Staff Evaluations, and Discipline Records

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) A Discipline Management Plan will be written and placed in each campus student code of conduct in order to provide consistency between campuses.	Principals, Assistant Principals, Teachers	Student Code of Conduct & Parent/Student Handbooks	X		
Funding Sources: Local - 0.00					
2) A campus Foundations Team will be elected to implement training provided by Safe & Civil Schools. This will be known as the A.R.R.O.W. Team	Principals, Assistant Principals, Teachers	Copies of Agendas, Team Meetings, and Postings			
Funding Sources: Local - 0.00					
3) Evaluate and improve the policies and procedures of the DAEP and ISS programs. Evaluate the behavior intervention processes. Evaluate representation of demographic groups in response to PBMAS reporting.	Principal Asst. Principal	Reports: (1) State Evaluation Reports, (2) Local Reports	52%		
Funding Sources: Comp ed - 0.00, Local - 0.00					
4) Athletic, band, cheerleading, and NHS handbooks will be provided for students to enhance communication of expectations for programs and discipline	Athletic Director Band Director Club/Group Sponsors	Copies of Handbooks			
Funding Sources: Local - 0.00					
5) Use of Educators Handbook Program for Discipline Referral process	Assistant Principal	Staff Development Agendas, Discipline system reports	65%		
Funding Sources: Local - 0.00					
6) YHS administrators and staff will consistently follow the policies and procedures of the Student Code of Conduct, Discipline Management Plan, and Handbooks	All Staff	Discipline referrals	57%		
Funding Sources: Local - 0.00					
7) Continue Evaluating, revising, and implementing the safe and secure emergency response plan.	Principal and Superintendent	Agenda Minutes from the campus safety teams and district team meetings	66%		
Funding Sources: Local - 0.00					

8) Selected staff members will attend workshops on drug and violence prevention and conflict resolution. (CPI Training)	Principals, Assistant Principals, Teachers	Data Report & Burleson-Milam Staff Development Reports	38%		
Funding Sources: Local - 0.00					
9) Implement processes and procedures regarding HB 121 teen dating violence policy.	Assistant Superintendent Principals, Counselors	Teen Dating Violence Policy Processes & Procedures	73%		
Funding Sources: Local - 0.00					
10) The District will continue the use of drug dogs in YHS and CJH, and will utilize a comprehensive drug-testing program.	Superintendent	Fewer drug dog alerts and a drop in positive drug test results	70%		
Funding Sources: Local - 0.00					
11) Anti-drug and anti-violence visuals will be posted throughout campuses.	Superintendent	Fewer drug dog alerts and a drop in positive drug test results. A drop in reports of violent offenses.	43%		
Funding Sources: Local - 0.00					
12) Use of visitor registration system to identify sex offenders and record campus visitors	Principal	Visitor Reports	83%		
Funding Sources: Local - 0.00					
13) Mandatory Drug Testing will be conducted for any student in extra-curricular throughout both semesters. Students will be selected by random draw	Principal and Superintendent	Policy FNF Local			
Funding Sources: Local - 0.00					

100% = Accomplished   0% = No Progress   X = Discontinue

Goal 3: Goal 3: Develop a climate to maximize individual potential.

Performance Objective 1: Objective 3.1: Students will be given the opportunity to achieve their goals and maximize their efforts for the future.

Evaluation Data Source(s) 1: Parent Survey, Open Forum Comments

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) The vision, mission, and educational philosophy statements will be included in distributed material.	Principals Counselor	Copy of informational material	76%		
Funding Sources: Local - 0.00					
2) Implement a "Higher-Education Awareness Program". District staff will periodically highlight their former alma mater of higher education through displays of apparel, banners, announcements, college visitations, and speakers.	Principals Counselor	Student Feedback	67%		
Funding Sources: Local - 0.00					
3) Positive promotions will be provided to the Cameron Herald, Waco Tribune Herald, & Temple Daily Telegram newspapers, KMIL, and school website and social media sites on school activities.	Principals	Printed Newspaper Articles KMIL Website, Evaluation of website	60%		
Funding Sources: Local - 0.00					
4) A banner with students finishing in the top ten percent of their graduating class will be hung in the hallway of the cafeteria highlighting their achievement.	Principals	Banner			
Funding Sources: Local - 0.00					
100% = Accomplished 0% = No Progress X = Discontinue					

Goal 3: Goal 3: Develop a climate to maximize individual potential.

Performance Objective 2: Objective 3.2: Build students up to realize they are individually valuable with potential, that when maximized, causes them to accomplish great achievements.

Evaluation Data Source(s) 2: Parent Survey, Open Forum Comments

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) District and Campus information will be sent to all media for publication, and CISD website, Twitter and Facebook will maintain current information. Title I A Component 6	Principals, District Technology Coordinator	Published articles	72%		
Funding Sources: Title 1 - 0.00, Local - 0.00					
2) Positive parent contacts will be made throughout the school year. Title I A Component 6	Principals, Teachers, Coordinators	Telephone Logs, parent contact sheets, mailings	69%		
Funding Sources: Title 1 - 0.00, Local - 0.00					
3) Newsletters, bulletins, flyers, letters, and announcements will be sent home weekly. Title I A Component 6	Principals, Teachers, District Technology Coordinator	Copies of items	65%		
Funding Sources: Local - 0.00, Title 1 - 0.00					
4) Campuses maintain current campus and classroom information on the campus section of the CISD website. Responsibility to keep teacher web pages, calendar, and downloaded documents current will be given to individuals through the district.	Superintendent, Director of Technology, Principals	Website Review documentation	55%		
Funding Sources: Title 1 - 0.00, Local - 0.00					
5) Information will be provided to the Cameron Herald, Waco Tribune Herald, & Temple Daily Telegram newspapers, KMIL, and school website and social media sites on school activities. Title I A Component 6	Principals	Printed Newspaper Articles KMIL Website, Evaluation of website	72%		
Funding Sources: Title 1 - 0.00, Local - 0.00					
6) Annual needs assessments and opinion surveys will be sent home to parents in English and Spanish. Title I A Component 6	Principals	Completed and compiled survey results	30%		
Funding Sources: Title 1 - 0.00					

7) School/Parent Compacts will be reviewed and revised annually. Title I A Component 6	Principal	Revised compact on file	15%		
	Funding Sources: Title 1 - 0.00				
8) School/Parent Compacts will be given out to parents during the first 6 weeks of school. Title I A Component 6	Teachers	Signed compacts on file	100%	100%	100%
	Funding Sources: Title 1 - 0.00				
9) Positive promotions will be provided to the Cameron Herald & the Waco Tribune Newspapers, Temple Daily Telegram, KMIL, and school website, Twitter and Facebook site on school activities by each campus.	Principal	Printed Newspaper Articles KMIL Website, Evaluation of website & Facebook	63%		
	Funding Sources: Local - 0.00				
10) Teachers will send positive postcards and phone calls throughout the year.	Principal and Teachers	Report of Findings	52%		
	Funding Sources: Local - 0.00				
11) Information on admissions, financial aid, and scholarships for post secondary opportunities will be provided to students, parents, and teachers through handouts and the website (Counselor's Corner) and the College and Career Readiness Center.	Counselors	Newspaper Report of Scholarships awarded, CCRC Sign-in Sheets, Copy of Advertisements and Flyers	66%		
	Funding Sources: Local - 0.00				
12) Continue free breakfast program in order to provide nutritious meals for all faculty and student body to enhance student learning.	Superintendent, Food Service Director	Student counts of student and staff eating breakfast.	67%		
	Funding Sources: Local - 0.00				

100% = Accomplished   0% = No Progress   X = Discontinue

Goal 4: Utilize innovative technology to stimulate continuous learning.

Performance Objective 1: All YHS students will utilize technology, receive post-secondary opportunities, and receive career training.

Evaluation Data Source(s) 1: PEIMS, PBMAS

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Comprehensive Support Strategy 1) Incorporation of Science Gizmos at YHS. Title I A Component 2	Principals Science Teachers	Instructional Walkthroughs EOC Results			
	Funding Sources: Title 1 - 0.00, Title 2 - 0.00				
2) Training will be provided on use of Smartprojectors and additional Smartprojectors will be purchased. Title I A Component 4	Assistant Superintendent Technology Director	Walkthrough Reports and Lesson Plans	38%		
	Funding Sources: Title 1 - 0.00, Perkins - 0.00				
3) Teachers will utilize instructional technology to enhance instruction using Smart Boards/Projectors, video streaming, probe-wear, calculators, computers, hand-held devices, iPads, Chromebooks and other technologies.	Principal, Assistant Principal Technology Director	Annual Technology Survey, Walkthrough Reports, Software Usage Reports	42%		
	Funding Sources: Comp ed - 0.00, Local - 0.00, Perkins - 0.00				
4) Trainers-of-Trainers will be established at each campus for support of integration of Smartboards into classroom instruction. Title I A Component 4	Director of Technology, Asst. Superintendent, Asst. Principal	Staff Development Sign In Sheets, Classroom Observations	8%		
	Funding Sources: Title 2 - 0.00				
5) "Yoe Nation" (guest) account will be open and available for students to use their own devices to be able to maneuver the internet on campus	Principal Technology Director	Student Evaluation		70%	
	Funding Sources: Local - 0.00				
6) Conduct a Student Technology Showcase as an open house type event to bring attention to how students are utilizing technology as a learning tool.	Principal Technology Director	Student Evaluation, Attendance Sign in sheets			
	Funding Sources: Local - 0.00				
7) Conduct a one day CTE Fair for students from Cameron Junior High held at Yoe High School.	Principals, Counselors, CTE Staff	Student Survey			
	Funding Sources: Local - 0.00				

8) Counselor review of students Personal Graduation Plan to include college and career readiness goals.	Counslors	Personalized Graduation Plans	59%		
	Funding Sources: Local - 0.00				
9) Students will receive training and preparations in careers in the health care field	Principal, Counselors, Health Science Teachers	Student Transcripts, Certifications	65%		
	Funding Sources: Local - 0.00, Perkins - 0.00				
10) Students will receive training and preparations in careers in the field of welding	Principal, Counselor, Ag Science Teachers	Student Transcripts, Certifications.			
	Funding Sources: Local - 0.00, Perkins - 0.00				
11) Dual Credit course offerings through Temple College online, UTPB, and the Texas Virtual Schools Network (TxVSN)	Principal, Assistant Principal, Counselors	Student Transcripts, PO for tuition	100%	100%	100%
	Funding Sources: Local - 0.00				
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

Goal 4: Utilize innovative technology to stimulate continuous learning.

Performance Objective 2: Objective 4.2: YHS will use financial resources for technology in a manner that maximizes student benefit.

Evaluation Data Source(s) 2: Budgets, Invoices, and Surveys

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) Training will be provided on effective use of Technology to ensure that teaching practices are aligned with best practice	Principal Assistant Superintendent	Staff Survey			
Funding Sources: Title 1 - 0.00					
2) Training will be provided on use of Smartprojectors and additional Smartprojectors will be purchased	Asst. Superintendent Technology Director	Walkthrough Reports and Staff Development			
Funding Sources: Title 2 - 0.00					
3) Evaluate impact of instructional software on academic achievement.	Local Funds State Technology Allotment	Technology Software Assessment and Solutions Report			
Funding Sources: Title 2 - 0.00					
4) Continue alignment of instructional software. Align software solutions to enhance instruction and assessment in all content areas throughout district. (ETS, Eduphoria, TEKS Resource System, DMAC, United Streaming, Edginuity)	Assistant Superintendent Principal	Technology Software Assessment			
Funding Sources: Local - 0.00					
5) Teachers will utilize instructional technology to enhance instruction using Smart Boards/Projectors, video streaming, probe-wear, graphing calculators, iPads, Chromebooks and computers.	Campus Principals, Technology Director	Annual Technology Survey, Walkthrough Reports, Software Usage Reports	45%		
Funding Sources: Comp ed - 0.00, Local - 0.00					
6) Attendance of campus staff to state technology conference	Technology Director Campus Principals	Recommendations from those who attend			
Funding Sources: Title 2 - 0.00					
7) Teachers and paraprofessionals will continue to receive training on use and integration of technology in the classroom.	Principal, District Technology Director	Lesson plans, Classroom Walkthroughs, Monthly District Director Report			
Funding Sources: Title 2 - 0.00, Local - 0.00					
8) "Yoe Nation" (guest) account will be open and available for students to use their own devices to be able to maneuver the internet on campus	Principal Technology Director	Student Evaluation			
Funding Sources: Local - 0.00					
9) Chromebook carts will be maintained for student use in the classroom to enhance learning	Principal Technology Director	Sign Out Forms			
Funding Sources: Local - 0.00					

Comprehensive Support Strategy	Instructional Leadership Team	Instructional Leadership Evaluation Results, Tiri Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports	44%		
10) Administrators will continue to monitor technology use using the Walkthrough Model. Administrators will check to see that technology use aligns to instruction.					
	Funding Sources: Title 2 - 0.00, Local - 0.00				

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 5: Foster success while maintaining fiscal responsibility.

Performance Objective 1: Objective 5.1: YHS will have 100% teachers and staff who are highly qualified.

Evaluation Data Source(s) 1: TEA Highly Qualified Teacher Report, Personnel Records

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) Post all job openings on the District website and with several ESCs.	District office staff, Principal	Copy of website postings	100%	100%	100%
Funding Sources: Local - 0.00					
2) Contact various Alternative Certification Programs such as but not limited to iTeachTx, TexasTeachers.org	Principal	Teacher Retention	100%	100%	100%
Funding Sources: Local - 0.00					
3) Contact Colleges and Universities to recruit new graduates	Principal	Teacher retention	49%		
Funding Sources: Local - 0.00					
4) The district will continue in the enhancement of the promotional recruitment at various educator job fairs. Title I A Component 5	Principal, Assistant Superintendent	PO for job fair fee, travel of personnel attending job fair, recruits obtained.	55%		
Funding Sources: Title 2 - 0.00					
5) Exceed state salary schedule to ensure quality teachers. Title I A Component 5	Superintendent, Business Manager	EOC Results and Staff retention	52%		
Funding Sources: Local - 0.00					
100% = Accomplished 0% = No Progress ✗ = Discontinue					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Practice EOC & and benchmark tests will be given regularly, using DMAC and the TEKS Resource System to analyzed student needs in order to modify instruction to address deficient areas.
1	1	2	Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 9-12. Forethought will used to assist in lesson planning and scope and sequence building. Math & Science will build in consistent vocabulary and processes
1	1	3	The Accelerated Education Interventions will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students. RTI Tier Level Classes using Tutorials and Edginuity Learning in grades 9-12.
1	1	4	Scope and Sequences will be reviewed, analyzed, and revised, and kept current in TEKS Resource System. Teachers and campus staff will use the scope and sequence developed in the TEKS Resource System when planning lessons and calendars.
1	1	5	Administrators will continue to monitor curriculum using the Curriculum Walk Through Model by increasing frequency by 25%. Administrators will check to see that lesson plans and scope and sequences match the instruction that they see in the walkthrough. Instructional Walkthrough training will continue concerning instructional focus to align curriculum, instruction, and assessment.
1	1	6	Provide accommodation and modification staff development to teachers for the Response to Intervention (RTI), Student Intervention Teams (SIT), 504, & Special Education Process. Include co-teaching technique training.
1	1	7	The Dyslexia Program for students will be evaluated and revised if needed for optimum benefits for identified students.
1	1	11	Teachers will utilize instructional technology to enhance instruction using SmartBoards, video streaming, probewear, graphing calculators & computers
1	1	12	Campus Schedules will be adjusted to provide more time on task in the area of ELA and math for identified students.
1	1	13	Teachers will be trained on the use of the TEKS Resource System in a collaborative environment with teachers from neighboring school districts creating a Collaborative 2 Learn (C2L). Title I A Component 9
1	1	15	Training will be provided for teachers to help them integrate technology (ex. Web 2.0 tools) into their curriculum on a regular basis. Title I A Component 4
1	1	16	Training on curriculum implementation in ELAR, Math, Science, and Social Studies to ensure that instruction is aligned with current best practice. Title I A Component 4
1	1	18	Training will be provided on Effective use of Technology to ensure that teaching practices are aligned with best practice. Title I A Component 4
1	1	20	Continue alignment of instructional software. Align software solutions to enhance instruction and assessment in all content areas throughout district. (ETS, Eduphoria, DMAC, United Streaming)

Goal	Objective	Strategy	Description
1	1	21	A district-wide focus on planning will occur with staff development and a District-wide approach to planning will occur. This will also occur across districts in the C2L.
1	3	1	Student needs will be identified and appropriate Response to Interventions will be utilized and served in the following areas: Student Intervention Teams (SIT), Section 504, Advanced Academic Program (AAP), Dyslexia, Special Education, Accelerated Education Interventions, ESL/Bilingual. Title I Part A Component 9
1	3	4	A district-wide focus on planning will occur with staff development, inception of planning software, and a consistent method of planning of lessons fully implementing the TEKS 9-12.
1	3	5	The Accelerated Education Programs will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students (Math extension classes, Edginuity, and tutorials). Title I A Component 2
1	3	7	Progress Monitoring Tracking Sheets of individual students by core teachers Title I A Component 9
1	4	1	Utilize the Student Intervention Team (SIT) as a precursor for students having instructional and behavioral difficulty to determine if there are alternative interventions. Title I A Component 2 & 9
1	4	2	The Accelerated Education Interventions will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students. (Response to Intervention (RTI) Tier Level Classes using Voyager and Apex in grades K-12. Title I A Component 2 & 9
1	4	3	Progress Monitoring, EOC and benchmark tests will be given on each campus regularly, using DMAC, and other assessment sources to analyze student needs in order to modify instruction to address deficient areas and address students in crisis in a more time efficient manner. Title I A Component 8
1	4	6	Continue to utilize, review, and analyze the Edginuity lab for credit recovery and intervention. Title I A Component 2 & 9
1	4	7	Conduct a Summer Academy and redesign the After-School tutorial program for an extension for student learning in addition to the regular learning day/Extension for learning.
1	4	8	Digitally track the progress of students in core subjects and include a goal setting component in the tracking method.
1	5	3	Policy and Procedures for student absences will be followed consistently for students receiving unexcused absences with the cooperation of Cameron & Milam County court system.
4	1	1	Incorporation of Science Gizmos at YHS. Title I A Component 2
4	2	10	Administrators will continue to monitor technology use using the Walkthrough Model. Administrators will check to see that technology use aligns to instruction.

Campus Funding Summary

Title 1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15			$0.00
1	1	18			$0.00
1	1	19			$0.00
1	3	1			$0.00
1	3	5			$0.00
1	3	7			$0.00
1	4	1			$0.00
1	4	2			$0.00
1	4	6			$0.00
1	4	7			$0.00
1	5	2			$0.00
1	6	1			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	2	3			$0.00
3	2	4			$0.00
3	2	5			$0.00
3	2	6			$0.00
3	2	7			$0.00
3	2	8			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	2	1			$0.00
				Sub-Total	$0.00

Title 2					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	15			$0.00
1	1	16			$0.00
1	1	18			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	3	4			$0.00
4	1	1			$0.00
4	1	4			$0.00
4	2	2			$0.00
4	2	3			$0.00
4	2	6			$0.00
4	2	7			$0.00
4	2	10			$0.00
5	1	4			$0.00
				Sub-Total	$0.00
Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	7			$0.00
1	1	8			$0.00
1	1	9			$0.00

1	1	10			$0.00
1	1	11			$0.00
1	1	12			$0.00
1	1	17			$0.00
1	1	19			$0.00
1	1	20			$0.00
1	1	21			$0.00
1	1	22			$0.00
1	1	23			$0.00
1	1	24			$0.00
1	2	1			$0.00
1	2	3			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	3	4			$0.00
1	3	6			$0.00
1	4	3			$0.00
1	4	4			$0.00
1	4	5			$0.00
1	4	7			$0.00
1	4	8			$0.00
1	5	1			$0.00
1	5	2			$0.00
1	5	3			$0.00
1	5	4			$0.00
1	5	5			$0.00
1	6	2			$0.00

1	6	3			$0.00
1	6	4			$0.00
1	6	5			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	2	1			$0.00
2	2	2			$0.00
2	2	3			$0.00
2	2	4			$0.00
2	2	5			$0.00
2	2	6			$0.00
2	2	7			$0.00
2	2	8			$0.00
2	2	9			$0.00
2	2	10			$0.00
2	2	11			$0.00
2	2	12			$0.00
2	2	13			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	2	3			$0.00
3	2	4			$0.00
3	2	5			$0.00

3	2	9			$0.00
3	2	10			$0.00
3	2	11			$0.00
3	2	12			$0.00
4	1	3			$0.00
4	1	5			$0.00
4	1	6			$0.00
4	1	7			$0.00
4	1	8			$0.00
4	1	9			$0.00
4	1	10			$0.00
4	1	11			$0.00
4	2	4			$0.00
4	2	5			$0.00
4	2	7			$0.00
4	2	8			$0.00
4	2	9			$0.00
4	2	10			$0.00
5	1	1			$0.00
5	1	2			$0.00
5	1	3			$0.00
5	1	5			$0.00
				Sub-Total	$0.00

Comp ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11			$0.00
1	1	13			$0.00
1	1	25			$0.00

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			$0.00
1	3	5			$0.00
1	4	1			$0.00
1	4	2			$0.00
1	4	6			$0.00
1	6	2			$0.00
1	6	3			$0.00
2	2	3			$0.00
4	1	3			$0.00
4	2	5			$0.00
				Sub-Total	$0.00

Perkins

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	20			$0.00
1	2	2			$0.00
1	2	3			$0.00
4	1	2			$0.00
4	1	3			$0.00
4	1	9			$0.00
4	1	10			$0.00
				Sub-Total	$0.00

Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15			$0.00
1	3	1			$0.00
1	6	1			$0.00
1	6	5			$0.00
				Sub-Total	$0.00

State GT Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	14			$0.00
1	3	6			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

Cameron Independent School District

Cameron Junior High School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Board Approval Date: October 13, 2018
Public Presentation Date: October 13, 2018

Mission Statement

Cameron Junior High, in partnership with parents and community, will provide a quality education for all of our students, emowering them to pursue productive and fulfilling lives in an ever-changing, interdependent world.

Vision

At Cameron Junior High we strive to promote life-Long learning for all students, in all social, educational and personal situations.

Core Beliefs

A well-rounded education, including the development of individual skills and talents, leads to personal fulfillment.

High expectations and teamwork are essential in maximizing performance.

Ethical behavior promotes organizational success.

Parent and community involvement impacts student performance.

People learn differently.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: May 14, 2018

Needs Assessment Overview

Comprehensive Needs Assessment

Cameron Elementary & Cameron Junior High

3rd-8th Grade

Academics—Students and Staff

What we are doing well:

1. Parent Communication through Blackboard Connect, Facebook Page, Twitter, CJH Website, emails & mail-outs.
2. Compiling data into DMAC for desegregation.
3. Utilizing our Special Education and 504 programs to identify students with disabilities.
4. Providing services to our Dyslexia students, ELLs, and RtI students, through Highly Qualified staff.

Areas of Need:

1. Training Opportunities
    1. Address, Implement and Facilitate Differentiated Instructional Practices and appropriate lesson planning to meet our students' needs.

       i.   PLC training & Implementation for core areas and teams

      ii.   Lead4ward/STAAR4ward

     iii.   Questioning Strategies Staff Development

1. Provide Staff Development bi-monthly to address the needs of teachers and provide the proper training to facilitate these instructional practices effectively. Monitor the implementation of Lead4Ward Instructional Playlist.
2. Lead4ward/STAAR4ward Staff Development focusing on the demographics of our students, our accountability scores, and target areas.
3. Lead4Ward Staff Development analyzing progress measures, student demographics, TEKS, and STAAR.
4. Conduct regular Campus Assemblies with the grade-level students to address social issues, testing information, host guest speakers, etc.
5. Address Co-Teach/Inclusional practices with appropriate staff development and workshops.
6. Implement Cross-Curricular Writing Training, Cross Curricular Social Studies implementation.
7. Strategies
    1. Add more elective choices focusing on trending middle school issues. Incorporate electives ranging from advanced academics, and general enrichment activities, such as digital newspapers, AVID, Worth the Wait, etc.
    2. Utilize a Reading Intervention Teacher across multiple grade-levels to work with lower achieving students on a daily basis.
    3. Implement and Intervention Program to meet the needs of our below level reading students, structured through an extra Reading Extension Teacher. (Read 180 or FastForwad)
    4. Service the ESL/Bilingual students through a core area certified teacher not through a pullout program to more efficiently incorporate the ELPS.
    5. Reduce the amount of core area failures through Response to Intervention, Student Intervention Teams and a specific learning Student Learning Objectives.
    6. Assess students BOS/MOS/EOS in Reading Development regarding students who are below grade-level using Renaissance STAR. *s=Semester
    7. Assess students BOY/MOY/EOY using LearningFarm.com in Math Development regarding students who are below grade-level.
    8. Add sections of Math Extension to provide identified students with more time-on-task in math.
    9. Develop strategies through Pre-AP training for teachers to increase the number of students receiving Advanced Academic Performance on STAAR in all testable areas.
    10. Integrate more cross-curricular writing assignments among all core areas to improve writing skills.
    11. Continue to utilize TCMPC Scope and Sequence in all core content areas, developing a calendar with specific testing dates and timelines.
    12. Continue to utilize Technology Applications classes to support interdisciplinary projects of the core curriculum.

Parent and Community

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What we are doing well:

1. Parent Conference Day
2. Parent communication through phone calls, emails, texts, Facebook, Twitter, IPR Reports and mail-outs.

Areas to address:

1. Methods used for Encouraging Parental Involvement
    1. Need to incorporate a more effective way to involve our parents as volunteers. An online VIPS form, accompanied by an explanation at the beginning of school during a short parent meeting that explains what the VIPS form checks for and it's mandatory before they can volunteer.
    2. Invite parents to perform specific duties at our campus, such as Mom Mondays, and Work Together Wednesdays, where parents come and do the crosswalk, help out in the cafeteria, and wok in the Math/Reading Labs.
    3. Incorporate more volunteer opportunities for our students such as Adopt A Highway, Flowerbed Restoration, Campus Clean Up Day, etc.
    4. Implement Parent Training incorporating Scott & White Services/Counselors to instruct parents on hot topics.
        1. Parenting Strategies
        2. Health Issues
        3. Resources
        4. Social media and the law
        5. Parental Development
            1. STAAR Monthly Meetings
            2. Monthly meetings where parents can participate in hands-on activities that their students are participating in, such as Web 2.0 Tools, Apps, PBL's, practice STAAR Test, etc.
            3. Incorporate Food Bank Development for Pick-Up and Distribution.
            4. Individualized Counselor Meetings with Parents at the beginning of the year.

Facilities

-

What we are doing well:

1. Fire Drills
2. Secure Front Entry
3. Maintenance of grounds

Areas of Need:

1. Partitions in Restroom needs replacing
2. Washer/Dryer needed in the Special Education classroom.
3. Paint Hallways in light gray to cover blemishes in hallways.
4. Window screens needed.
5. Curtains needed for stage.
6. Backdrop needed for stage.
7. Speed Bumps needed in back of school.
8. Playground Equipment needed for CES.
9. Desks needed for 3rd-5th and 6th-8th.

Student Academic Achievement

Student Academic Achievement Summary

Students are below grade-level regarding Reading Levels. We have at least 1/4 of each grade-level below level.

Students struggle understanding and using the academic vocabulary needed to master the TEKS.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Literacy is a problem for our students, it impacts other content area mastery. **Root Cause**: 1/4 or more of grade-level students are below their appropriate grade-level reading ranges. Student's independent reading levels range from, 1/2 year to o 1 year or more below grade-level.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Action research results

Goals

Goal 1: Establish a culture of excellence.

Performance Objective 1: 1.1 Reading and Writing performance will exceed the target score by 5% on STAAR/EOC in all student groups.

Evaluation Data Source(s) 1: STAAR/PBMAS/TAPR

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) Teachers will utilize instructional technology to enhance instruction using Interactive White boards, Document Cameras, Digital Projectors, & Chromebooks through a one to one initiative.	Principal	Walkthrough reports/Software usage/STAAR Scores	58%		
	Funding Sources: Tech Grant - 0.00, Local - 0.00, Title 2 - 0.00				
Comprehensive Support Strategy 2) Students will create projects, ideas, and display instructional content through various levels of methodologies.	Principal/Teachers	Student work	50%		
3) CJH students will use multiple web 2.0 tools, such as QuizletLIVE collaborate with other students, stimulate learning, and interact virtually to stimulate learning.	Principal/Teacher	Facebook Page & Google Drive/Google Classrooms/Student Accounts	59%		
Comprehensive Support Strategy 4) Renaissance STAR and Accelerated Education Interventions will continually be evaluated, aligned and revised to provide focused and appropriate instruction for struggling students. Response to Intervention (RtI) TIER Classes will address the specific needs of students using the Leveled Literacy Intervention Kits (Fountas & Pinnell)	Principal	Writing Benchmark results/STAAR Results	57%		
	Funding Sources: Title 1 - 0.00				
5) 6-8 Reading professional development will be offered bi-monthly throughout the academic year to reinforce the 5 concepts of reading instruction and to reinforce implementation of the district curriculum.	Principal	Staff development agendas/Sign-In sheets/Lead4Ward/ Modules & Webinars/ Guided Reading Training ESC 6	65%		
	Funding Sources: Title 1 - 0.00, Title 2 - 0.00				

6) The Accelerated Education Interventions will continually be evaluated, aligned and revised to provide focused and appropriate instruction for struggling students. Response to Intervention (RtI) Tier Classes will address the specific needs of students using the Passports curriculum.	Principal/Extension Teachers	Student benchmarking data, AR data	70%		
	Funding Sources: Title 1 - 0.00, Title 2 - 0.00				
Comprehensive Support Strategy 7) Practice STAAR and benchmark tests will be given on each campus regularly, using TAG, TCMPC and other assessment sources to analyze students needs in order to modify instruction to address deficient areas and address students in crisis in a more timely efficient manner.	Principal/Teachers	Data results disaggregated and results shared in content team meetings.	51%		
Comprehensive Support Strategy 8) Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building.	Principal/Teacher	Report of Progress in content team meetings-agendas evaluate use of through reporting DMAC/MSTAR/ESTAR/DRA	62%		
Comprehensive Support Strategy 9) Targeted student specific enrichment and extension through the PLC process which addresses tutorials, coursework skills, and begin STAAR remediation & extension will be continued and expanded if possible.	Principal	Student Sign-In sheets/STAAR Scores of students attending/DMAC data	71%		
	Funding Sources: Title 1 - 0.00				
Comprehensive Support Strategy 10) The Accelerated Reading program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc.)	Principal/Teachers	Accelerated Reading reports/Yoe Spirit Sticks/ Y Award Incentive Trip/Guided Reading Running Records	63%		
Comprehensive Support Strategy 11) All ELAR Students will be complete Renaissance STAR each month during the designated assessment window.	ELAR Teachers	Reports	66%		
Comprehensive Support Strategy 12) All Teachers will participate in Lead4Ward and utilize a Professional Learning Community (PLC) to collaborate on and align instructional materials to benefit all students.	Lead4Ward Team/Teachers/Principals	Webinar completion/Evidence of Instructional Planning and Data Analysis	73%		
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 13) Each principal will conduct 10 walk-throughs per week and assistant principals will conduct 8 walk-throughs per week.	Principal/Assistant Principal		70%		

Comprehensive Support Strategy	Principal/Assistant Principal		75%		
14) Teachers will implement independent Reading time to improve reading & literacy in conjunction with the District Literacy Plan. Teachers will also utilize Motivation Reading to increase student performance on state mandated tests.					
15) Students will spend 60 minutes per week in Independent Reading			76%		
16) Today a Leader.... Tomorrow a Reader initiative will be implemented	Superintendent Assistant Superintendent & Principals	The importance and benefits of reading will be a focus of all stakeholders.	71%		
100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 1: Establish a culture of excellence.

Performance Objective 2: 1.2 Math and Science performance will exceed the target score by 5% on STAAR in all student groups.

Evaluation Data Source(s) 2: STAAR/PBMAS/TAPR

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Comprehensive Support Strategy 1) The Accelerated Education Interventions will continually be evaluated, aligned and revised to provide focused and appropriate instruction for struggling students. Response to Intervention (RtI) Tier Classes will address the specific needs of students, using Renaissance Math and Learning Farm.	Principal/Extension Teachers	Student benchmarking data, AR data	56%		
	Funding Sources: Title 1 - 0.00, Title 2 - 0.00				
2) Practice STAAR and benchmark tests will be given on each campus regularly, using TAG, TCMPC and other assessment sources to analyze students needs in order to modify instruction to address deficient areas and address students in crisis in a more timely efficient manner.	Principal/Teachers	Data results disaggregated and results shared in content team meetings.	50%		
Comprehensive Support Strategy 3) Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building.	Principal/Teacher	Report of Progress in content team meetings-agendas evaluate use of through reporting DMAC/MSTAR/ESTAR/DRA	58%		
Comprehensive Support Strategy 4) The Renaissance STAR program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc.)	Principal/Teachers	Accelerated Reading reports/Yoe Spirit Sticks/ Y Award Incentive Trip/Guided Reading Running Records	52%		
Comprehensive Support Strategy 5) Mathematics Teachers will receive professional development regarding the use of essential TEKS through the PLC process and utilize the Renaissance STAR program and online strategies for teaching math.	Principal	Participation certificates, agendas, sign-in sheets	62%		
Comprehensive Support Strategy 6) Math vertical alignment will continue to consistently utilize meaningful math processes and vocabulary development consistently throughout all grade levels.	Principals	Benchmark results, Math team Meeting Agendas/Gateway Assessments and Goals/Guided Math Running Records	60%		

7) Grade-Level teachers will work together to review, analyze, revise and keep the Scope and Sequence current in TCMPC. Teaches and campus staff will use the scope and sequence developed in TCMPC when planning lessons and calendars.	Principals/Teachers	Walkthrough Reports, Content Area Team Agendas, Forethought Reporting/Unit Assessment, Data/TEKS Verb-age Breakdown	50%		
8) Math Teachers will participate Common Formative Assessments to analyze data, and compare/contrast teaching strategies through analyzing assessments. Teachers will also utilize Motivation Math to help increase student success on state mandated assessments.	Principal/Assistant Principal/Math Teachers	Data Assessments	53%		
9) All Math teachers will participate in Lead4Ward and utilize a Professional Learning Community (PLC) to collaborate on and align instructional materials to benefit all students.	Lead4Ward Team/Team Leaders	Completion of webinars and all materials	53%		
10) Each principal will conduct 10 walk-throughs per week and assistant principals will conduct 8 walk-throughs per week.	Principal/Assistant Principal		62%		
11) Teachers will attend PLC workshop training with a focus on essential readiness TEKS to improve student learning.	Principals Instructional Coordinators		56%		
Comprehensive Support Strategy 12) Targeted student specific enrichment and extension through the PLC process which addresses tutorials, coursework skills, and begin STAAR remediation & extension will be continued and expanded if possible.	Principal	Student Sign-In sheets/STAAR Scores of students attending/DMAC data	63%		63%
	Funding Sources: Title 1 - 0.00				
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

Goal 1: Establish a culture of excellence.

Performance Objective 3: 1.3 Special programs will meet or exceed state and federal assessment standards.

Evaluation Data Source(s) 3: STAAR/DMAC/PBMAS/TAPR

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Comprehensive Support Strategy 1) 6-8 Reading Professional development will be offered throughout the academic year to reinforce the 5 concepts of reading instruction and to reinforce implementation of the TCMPC curriculum used that will be used in the district.	Principal	Staff Development agenda, Sign-In Sheets	55%		
Comprehensive Support Strategy 2) ESL teachers will attend training on the TELPAS and various instructional methodologies to address the specific academic vocabulary needs of our ESL Students	Principal/Teachers	Sign-In Sheets/Staff Development Agendas	65%		
Comprehensive Support Strategy 3) Professional Development will include attendance at staff developments, workshops, outside training, and educational conferences, focusing on Economically Disadvantaged Students.	Principal	Participation Certificates, agendas, sign-in sheets	68%		
Comprehensive Support Strategy 4) CJH Administrator will continue to monitor curriculum using the Curriculum Walk Through Model. Administrator will check to see that lesson plans and scope and sequences match the instruction that they see in the walk through.	Instructional Leadership Team	Instructional Leadership Evaluation results, walkthrough reports through Eduphoria, Content Area team agendas, PDAS reports.	62%		
Comprehensive Support Strategy 5) The district's expectation of learning will be restated in language that students will understand by the campus teachers, stated in our District Literacy Plan. As a unified campus faculty, the campus classroom expectations & norms of learning will be posted in every classroom on the campus 45% on grade-level reading level as a district & 75% on grade-level reading level in each specific grade.	Principal	Expectations will be posted in each classroom.	65%		
Comprehensive Support Strategy 6) Social Studies teachers will participate in weekly staff development activities disseminating the data of the TEKS, assessments, and instructional practices, utilizing the Instructional Coordinator, Lead4ward, ExPloros, and TCMPC.	Principal, Teachers	Agendas, Data	72%		

Comprehensive Support Strategy 7) CJH Social Studies Teachers will participate in an ePLC through Lead4Ward.	Assistant Principal/Principal	Completion of Webinars/Workshop attendance/Instructional planning and data analysis	76%
Comprehensive Support Strategy 8) Special Education Teachers will participate in TEKSresource implementation Scope and Sequence, YAG, IFD, and assessment desegregation.	Principal Assistant Principal	Certificates; Planning Documents, Data, and Assessments	72%
Comprehensive Support Strategy 9) Differentiated Instruction Training for Special Ed. Teachers	Principal	Certificates, Walk-Throughs, Students PLAAFP statements.	55%
10) Each principal will conduct 10 walk-throughs per week and assistant principals will conduct 8 walk-throughs per week.	Principal/Assistant Principal		63%
	100% = Accomplished	**0%** = No Progress	✕ = Discontinue

Goal 1: Establish a culture of excellence.

Performance Objective 4: 1.4 All limited English proficient students will show at least one level of advancement on TELPAS.

Evaluation Data Source(s) 4: TELPAS/PBMAS/STAAR

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) Teachers will utilize instructional technology to enhance instruction using Interactive White Boards, Document Cameras, Digital Projectors, & Chromebooks through a one to one initiative.	Principal	Walkthrough reports/Software usage/STAAR Scores	54%		
Funding Sources: Tech Grant - 0.00, Title 1 - 0.00, Title 2 - 0.00					
2) Students will create projects, ideas, and display instructional content through various levels of methodologies.	Principal/Teachers	Student work	53%		
3) ELAR Teachers will attend PLC workshop training with a focus on essential readiness TEKS to improve student learning.	Principal	Writing Benchmark results/STAAR Results/C2L assessments	55%		
Funding Sources: Title 1 - 0.00					
4) 6-8 Reading professional development will be offered throughout the academic year to reinforce the 5 concepts of reading instruction and to reinforce implementation of the district curriculum.	Principal	Staff development agendas/Sign-In sheets/Lead4Ward/ Modules & Webinars/ Guided Reading Training ESC 6	51%		
Funding Sources: Title 1 - 0.00, Title 2 - 0.00					
5) Practice STAAR and benchmark tests will be given on each campus regularly, using TAG, TCMPC and other assessment sources to analyze students needs in order to modify instruction to address deficient areas and address students in crisis in a more timely efficient manner.	Principal/Teachers	Data results disaggregated and results shared in content team meetings.	38%		
Comprehensive Support Strategy 6) Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building.	Principal/Teacher	Report of Progress in content team meetings-agendas evaluate use of through reporting DMAC/MSTAR/ESTAR/DRA	58%		
Comprehensive Support Strategy 7) CJH will utilize the Student Intervention Team to as a precursor for students having instructional and behavioral difficulty to determine if there are alternative interventions	Principal/Counselor/Teachers	Progress Monitoring Tools (Benchmarks, DMAC, AR, Ten Marks, MSTAR)	55%		

Comprehensive Support Strategy 8) 6-8 Reading Professional development will be offered bi-monthly the academic year to reinforce the 5 concepts of reading instruction and to reinforce implementation of the TCMPC curriculum used that will be used in the district.	Principal	Staff Development agenda, Sign-In Sheets	57%
Comprehensive Support Strategy 9) ESL teachers will attend training on the TELPAS and various instructional methodologies to address the specific academic vocabulary needs of our ESL Students	Principal/Teachers	Sign-In Sheets/Staff Development Agendas	54%
Comprehensive Support Strategy 10) Professional Development will include attendance at weekly staff developments, workshops, outside training, and educational conferences. Teachers will also participate in a Professional Learning Community to disaggregate student data to improve student performance.	Principal	Participation Certificates, agendas, sign-in sheets	53%
Comprehensive Support Strategy 11) Targeted student specific enrichment and extension through the PLC process which addresses tutorials, coursework skills, and begin STAAR remediation & extension will be continued and expanded if possible.	Principal	Student Sign-In sheets/STAAR Scores of students attending/DMAC data	52%
	Funding Sources: Title 1 - 0.00		
12) Students will spend 60 minutes per week in Independent Reading			51%
Comprehensive Support Strategy 13) Teachers will implement independent Reading time to improve reading & literacy in conjunction with the District Literacy Plan. Teachers will also utilize Motivation Reading to increase student performance on state mandated tests.	Principal/Assistant Principal		64%
Comprehensive Support Strategy 14) All Teachers will participate in Lead4Ward and utilize a Professional Learning Community (PLC) to collaborate on and align instructional materials to benefit all students.	Lead4Ward Team/Teachers/Principals	Webinar completion/Evidence of Instructional Planning and Data Analysis	43%
Comprehensive Support Strategy 15) All ELAR Students will be complete Renaissance STAR each month during the designated assessment window.	ELAR Teachers	Reports	52%
Comprehensive Support Strategy 16) The Accelerated Reading program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc.)	Principal/Teachers	Accelerated Reading reports/Yoe Spirit Sticks/ Y Award Incentive Trip/Guided Reading Running Records	60%

100%   0%

= Accomplished   = No Progress   = Discontinue

Goal 2: Provide a safe and disciplined learning environment for all students.

Performance Objective 1: 2.1 Students will be educated in learning environments that are safe and conducive to learning.

Evaluation Data Source(s) 1: PEIMS/Discipline referrals/Emergency Drill Reports/Open Forum Feedback/Blackboard Connect Reports/Parent Surveys

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) A discipline management plan will be written and placed in each campus student code of conduct in order to provide consistency.	Principal	Student Code of conduct and Parent/Student Handbook, Campus discipline folders, student Responsibility folders/Educator Handbook Website	57%		
2) Staff development on discipline Management Plan will be conducted at the beginning of the year.	Principal	Staff Development Agenda	55%		
3) The policies and procedures in the In School Behavior room will be monitored through out the year. The ISS teacher will implement behavior techniques recommended by BMSS	Principal/ISS Teacher & Aide	Meeting agendas, ISS Observations	54%		
4) Parents will be notified routinely throughout the school year about safety concerns when dropping off and picking up children from school. This should include direction to only drop off and pick up students from approved drop off/pick up points. That point for Cameron Junior High School is the front porch of the building.	Principal	Copies of those items	55%		
5) Parents and Visitors to the school will utilize the new Security Upgrades installed. They will check their Tx. DL at the front office sliding window, and then enter the building when buzzed through the front doors.	PIEMS Clerk/Secretary/Principal	Parent Sign- In Sheet	55%		
6) Policy and Procedures for student absences will be followed consistently for students receiving unexcused absences with the cooperation of Cameron and or Milam County court systems.	Principal/PIEMS clerk	Individual Parent/Student Documentation	53%		

7) A district-wide character plan will be initiated incorporating the six values, posted in the main entrance of the school, from past Yoemen tradition: knowledge, wisdom, truth, ethics, honor, and integrity. Reflective processes will occur during staff meetings to incorporate strategies into school culture. Strategies will be embedded into guidance classes using the Trevor Romain, "Bullies are a Pain in the Brain," program.	Principal Counselor Teachers	Reflective Processes of Character Building Form, lesson plans/copies of Mrs. Vaculin's agenda from Character Classes/forms of Mrs. Vaculin's counseling groups	50%
8) Red Ribbon Week will be observed at CJH, focusing on saying "No" to drugs	Principal Counselor School Nurse Teachers	Students will participate in drug awareness activities/copies of activities/pictures of activities	55%
9) Administrator will monitor expectations of learning using the Curriculum Walk Through Model.	Instructional Leadership Teams	Principal Meetings Monthly with Principals with Asst. Superintendent Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports	55%
10) Continue evaluating, revising, and implementing the safe and secure emergency response plan. The campus will hold one fire drill per month, two evacuation drills and lock-down drills a semester.	Principal Safety Team	Agenda Minutes from the campus safety team	56%
11) Safe and Civil Team will continue to carry out campus school wide reform.	SHIELD TEAM	SHIELD Initiatives/Workshop Participation/Procedures	62%
12) Each principal will conduct 10 walk-throughs per week and assistant principals will conduct 8 walk-throughs per week.	Principal/Assistant Principal		53%
100% = Accomplished 0% = No Progress ✗ = Discontinue			

Goal 2: Provide a safe and disciplined learning environment for all students.

Performance Objective 2: 2.2 Facilities and processes will be enhanced in order to promote Cameron ISD in positive ways.

Evaluation Data Source(s) 2: Open Forum Feedback/Parent Surveys

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) A discipline management plan will be written and placed in each campus student code of conduct in order to provide consistency.	Principal	Student Code of conduct and Parent/Student Handbook, Campus discipline folders, student Responsibility folders/Educator Handbook Website	66%		
2) Staff development on discipline Management Plan will be conducted at the beginning of the year.	Principal	Staff Development Agenda	100%	100%	100%
3) Parents will be notified routinely throughout the school year about safety concerns when dropping off and picking up children from school. This should include direction to only drop off and pick up students from approved drop off/pick up points. That point for Cameron Junior High School is the front porch of the building.	Principal	Copies of those items	54%		
4) Parents and Visitors to the school will utilize the new Security Upgrades installed. They will check their Tx. DL at the front office sliding window, and then enter the building when buzzed through the front doors.	PIEMS Clerk/Secretary/Principal	Parent Sign- In Sheet	54%		
5) A district-wide character plan will be initiated incorporating the six values, posted in the main entrance of the school, from past Yoemen tradition: knowledge, wisdom, truth, ethics, honor, and integrity. Reflective processes will occur during staff meetings to incorporate strategies into school culture. Strategies will be embedded into guidance classes using the Trevor Romain, "Bullies are a Pain in the Brain," program.	Principal Counselor Teachers	Reflective Processes of Character Building Form, lesson plans/copies of Mrs. Vaculin's agenda from Character Classes/forms of Mrs. Vaculin's counseling groups	56%		
6) Administrator will monitor expectations of learning using the Curriculum Walk Through Model.	Instructional Leadership Teams	Principal Meetings Monthly with Principals with Asst. Superintendent Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports	62%		
7) Continue evaluating, revising, and implementing the safe and secure emergency response plan.	Principal Safety Team	Agenda Minutes from the campus safety team	52%		

8) Campus Family Liaison will be used to provide training, educational professional development, counseling sessions, and support regarding student mental health & social education.			56%		
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

Goal 2: Provide a safe and disciplined learning environment for all students.

Performance Objective 3: 2.3 Administrators and staff will consistently follow policies and procedures of the campus.

Evaluation Data Source(s) 3: Discipline Referrals/PEIMS/Emergency Drill Reports/Open Forum Feedback/Parent Surveys

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	**Mar**	**May**
1) A discipline management plan will be written and placed in each campus student code of conduct in order to provide consistency.	Principal	Student Code of conduct and Parent/Student Handbook, Campus discipline folders, student Responsibility folders/Educator Handbook Website	50%		
2) Staff development on discipline Management Plan will be conducted at the beginning of the year. The Safe and Civil SHIELD team will continue to monitor the expectations set and continue to look for ways to improve the school.	Principal	Staff Development Agenda	56%		
3) The policies and procedures in the In School Behavior room will be monitored through out the year. The ISS teacher will implement behavior techniques recommended by District Behavior Interventionist.	Principal/ISS Teacher & Aide	Meeting agendas, ISS Observations	50%		
4) Parents will be notified routinely throughout the school year about safety concerns when dropping off and picking up children from school. This should include direction to only drop off and pick up students from approved drop off/pick up points. That point for Cameron Junior High School is the front porch of the building.	Principal	Copies of those items	50%		
5) Parents and Visitors to the school will utilize the new Security Upgrades installed. They will check their Tx. DL at the front office sliding window, and then enter the building when buzzed through the front doors.	PIEMS Clerk/Secretary/Principal	Parent Sign- In Sheet	50%		
6) Policy and Procedures for student absences will be followed consistently for students receiving unexcused absences with the cooperation of Cameron and or Milam County court systems. In additon, the SRO and Truancy Officer will assist with student absences.	Principal/PIEMS clerk	Individual Parent/Student Documentation	50%		

7) A district-wide character plan will be initiated incorporating the six values, posted in the main entrance of the school, from past Yoemen tradition: knowledge, wisdom, truth, ethics, honor, and integrity. Reflective processes will occur during staff meetings to incorporate strategies into school culture. Strategies will be embedded into guidance classes using the Trevor Romain, "Bullies are a Pain in the Brain," program.	Principal Counselor Teachers	Reflective Processes of Character Building Form, lesson plans/copies of Mrs. Vaculin's agenda from Character Classes/forms of Mrs. Vaculin's counseling groups	53%
8) Red Ribbon Week will be observed at CJH, focusing on saying "No" to drugs	Principal Counselor School Nurse Teachers	Students will participate in drug awareness activities/copies of activities/pictures of activities	51%
9) Administrator will monitor expectations of learning using the Curriculum Walk Through Model.	Instructional Leadership Teams	Principal Meetings Monthly with Principals with Asst. Superintendent Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports	55%
10) Continue evaluating, revising, and implementing the safe and secure emergency response plan.	Principal Safety Team	Agenda Minutes from the campus safety team	54%
11) Campus Family Liaison will be used to provide training, educational professional development, counseling sessions, and support regarding student mental health & social education.			53%

100% 0%
= Accomplished = No Progress ✗ = Discontinue

Goal 3: Encourage students to maximize their individual potential.

Performance Objective 1: 3.1 Students will be given opportunities to grow their individual talents and develop new strengths.

Evaluation Data Source(s) 1: Parent-Teacher Conferences/Phone Logs/Parent Night Agendas & Sign-In Sheets

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) Red Ribbon Week will be observed at CJH, focusing on saying "No," to drugs. We will involve the community through donations, evening meetings, guest speakers, and pledges.	Principal, Counselor, School Nurse, Teachers	Students will participate in drug awareness activities/Yoe Spirit	62%		
2) Continue the policy of not keeping students out of Physical Education class for any reason. This is to remain in compliance of the 130 minute per week of Physical Education requirement.	Principal PE Coach	Class Rosters	59%		
3) Students will have an opportunity to try out for various academic U.I.L. events and compete in the District UIL Academic Meet	Principal/Teachers	UIL Rosters/Placings in District	52%		
4) Teachers and paraprofessionals will receive training as needed in the area of accommodation and modification instructional strategies.	Principal/Diagnostician/Counselor	Training and rosters	55%		
5) Staff development will continue concerning admission, review, and dismissal for the SIT, Section 504 and Special Education Programs.	Principal/Special Education Teachers	Rosters & Agendas	55%		
6) The Dyslexia Program for students will be evaluated and revised if needed for optimum benefits for identified students. Students will not miss core instruction for Dyslexia instruction.	Dyslexia Teacher/Principal/Counselor	Curriculum Meeting Agendas	50%		
100% = Accomplished		0% = No Progress		✗ = Discontinue	

Goal 3: Encourage students to maximize their individual potential.

Performance Objective 2: 3.2 CJH staff will create a culture of high expectations for professionalism and character.

Evaluation Data Source(s) 2: TTESS Evaluations

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) Teachers will utilize instructional technology to enhance instruction using SMARTboards, ELMOS, Digital Projectors, & Chromebooks through a one to one initiative.	Principal	Walkthrough reports/Software usage/STAAR Scores	50%		
Funding Sources: Tech Grant - 0.00, Title 1 - 0.00, Title 2 - 0.00					
2) Staff and students will create projects, ideas, and display instructional content through various levels of methodologies.	Principal/Teachers	Student work	51%		
3) CJH students & staff will use Edmodo, Google Classroom, LIVEschool, Twitter, and Facebook to collaborate with other students, stimulate learning, and interact virtually to stimulate learning.	Principal/Teacher	Facebook Page & Google Drive/Google Classrooms/Student Accounts	49%		
4) Teachers will create a culture of high expectations for professionalism and character by creating rigorous classrooms aligned with the district and state curriculum.	Principal	Staff development agendas/Sign-In sheets/Lead4Ward/ Modules & Webinars/ Guided Reading Training ESC 6	51%		
Funding Sources: Title 1 - 0.00, Title 2 - 0.00					
5) Practice STAAR and benchmark tests will be given on each campus regularly, using TAG, TCMPC and other assessment sources to analyze students needs in order to modify instruction to address deficient areas and address students in crisis in a more timely efficient manner.	Principal/Teachers	Data results disaggregated and results shared in content team meetings.	52%		
Comprehensive Support Strategy 6) Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building.	Principal/Teacher	Report of Progress in content team meetings-agendas evaluate use of through reporting DMAC/MSTAR/ESTAR/DRA	49%		
Comprehensive Support Strategy 7) The Accelerated Reading program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc.)	Principal/Teachers	Accelerated Reading reports/Yoe Spirit Sticks/ Y Award Incentive Trip/Guided Reading Running Records	51%		

8) Red Ribbon Week will be observed at CJH, focusing on saying "No," to drugs.	Principal, Counselor, School Nurse, Teachers	Students will participate in drug awareness activities/Yoe Spirit	51%		
9) Continue the policy of not keeping students out of Physical Education class for any reason. This is to remain in compliance of the 130 minute per week of Physical Education requirement.	Principal PE Coach	Class Rolls	51%		
10) Students will have an opportunity to try out for various academic U.I.L. events and compete in the District UIL Academic Meet	Principal/Teachers	UIL Rosters/Placings in District	51%		
11) Teachers and paraprofessionals will receive training as needed in the area of accommodation and modification instructional strategies.	Principal/Diagnostician/Counselor	Training and rosters	52%		
12) Staff development will continue concerning admission, review, and dismissal for the SIT, Section 504 and Special Education Programs.	Principal/Special Education Teachers	Rosters & Agendas	51%		
13) Safe and Civil Team will continue to carry out campus school wide reform.	SHIELD TEAM	SHIELD Initiatives/Workshop Participation/Procedures	52%		
14) Teachers will conduct themselves in accordance with the Texas Teacher Standards.	Principal	Renewal of Teaching Assignments	50%		
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

Goal 4: Utilize innovative technology to stimulate continuous learning.

Performance Objective 1: 4.1 All students will utilize technology, receive post-secondary opportunities and career training.

Evaluation Data Source(s) 1: Technology Training/Google Classrooms Accounts/Presentations

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) Teachers will utilize instructional technology to enhance instruction using SMARTboards, ELMOS, Digital Projectors, & Chromebooks through a one to one initiative.	Principal	Walkthrough reports/Software usage/STAAR Scores	49%		
Funding Sources: Tech Grant - 0.00, Title 1 - 0.00, Title 2 - 0.00					
2) Students will create projects, ideas, and display instructional content through various levels of methodologies.	Principal/Teachers	Student work	53%		
3) CJH students will use Edmodo, Twitter, Google Classroom, LiveSCHOOL and Facebook to collaborate with other students, stimulate learning, and interact virtually to stimulate learning.	Principal/Teacher	Facebook Page & Google Drive/Google Classrooms/Student Accounts	53%		
4) Teachers will utilize instructional technology to enhance instruction using SMARTboards, ELMOS, Digital Projectors, & Chromebooks through a one to one initiative.	Principal	Walkthrough reports/Software usage/STAAR Scores	52%		
Funding Sources: Tech Grant - 0.00, Title 1 - 0.00, Title 2 - 0.00					
5) Teachers will implement iCEV curriculum and resources for 6th, 7th, and 8th grade students. 6th and 7th graders will complete the Career Portals program and 8th grade will complete the Career Explorations curriculum.	Teachers & Principal	Completed courses by students, and iCEV Purchase Order	49%		
6) CJH will set aside enrichment time each week to address the Career iCEV classes for 6th, 7th, and 8th graders. Students will complete these classes every Thursday and Friday during Enrichment.	Teachers, students and Principal.		53%		
7) CJH will bring in Career Speakers to introduce potential career choices to our students.	Teachers, Principal	Guest Speaker list	50%		
Comprehensive Support Strategy 8) CJH will participate in Technology Night in the Fall and Spring semester and have students showcase what they have learned using technology.	Teachers/Students/Principal		52%		

100%   0%   ✕
= Accomplished   = No Progress   = Discontinue

Goal 4: Utilize innovative technology to stimulate continuous learning.

Performance Objective 2: 4.2 Instructional leadership practices will result in improved student performance.

Evaluation Data Source(s) 2: Evaluations

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) Teachers will utilize and share instructional technology to enhance instruction using SMARTboards, ELMOS, Digital Projectors, & Chromebooks through a one to one initiative.	Principal	Walkthrough reports/Software usage/STAAR Scores	50%		
Funding Sources: Tech Grant - 0.00, Title 1 - 0.00, Title 2 - 0.00					
2) Students will create projects, ideas, and display instructional content through various levels of methodologies.	Principal/Teachers	Student work	51%		
3) CJH students will use Edmodo, Twitter, Google Classroom, LiveSCHOOL and Facebook to collaborate with other students, stimulate learning, and interact virtually to stimulate learning.	Principal/Teacher	Facebook Page & Google Drive/Google Classrooms/Student Accounts	51%		
4) Staff will participate in weekly core area planning meetings to address curriculum issues, obstacles, and collaborate to vertically align instruction.	Teachers, Principal	Agendas/Data	52%		
Comprehensive Support Strategy 5) Teachers and staff will implement the Fundamental 5 strategies for improving student performance. Administrators will look for evidence of the Fundamental 5 when appraising the teachers and staff.			52%		
100% = Accomplished 0% = No Progress ✗ = Discontinue					

Goal 4: Utilize innovative technology to stimulate continuous learning.

Performance Objective 3: 4.3 Students will create technology enriched performance indicators based on Bloom's Digital Taxonomy.

Evaluation Data Source(s) 3: Technology usage and data charts/Project Completion/Google Classroom Accounts and Digital Subscriptions

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) Teachers will utilize instructional technology to enhance instruction using SMARTboards, ELMOS, Digital Projectors, & Chromebooks through a one to one initiative.	Principal	Walkthrough reports/Software usage/STAAR Scores	51%		
Funding Sources: Tech Grant - 0.00, Title 1 - 0.00, Title 2 - 0.00					
2) Students will create projects, ideas, and display instructional content through various levels of methodologies.	Principal/Teachers	Student work	55%		
3) CJH students will use Edmodo, Twitter, Google Classroom, LiveSCHOOL and Facebook to collaborate with other students, stimulate learning, and interact virtually to stimulate learning.	Principal/Teacher	Facebook Page & Google Drive/Google Classrooms/Student Accounts	51%		
4) Teachers will utilize instructional technology to enhance instruction using SMARTboards, ELMOS, Digital Projectors, & Chromebooks through a one to one initiative.	Principal	Walkthrough reports/Software usage/STAAR Scores	50%		
Funding Sources: Tech Grant - 0.00, Title 1 - 0.00, Title 2 - 0.00					
5) Students will create projects, ideas, and display instructional content through various levels of methodologies.	Principal/Teachers	Student work	51%		
100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 5: Foster success while maintaining fiscal responsibility.

Performance Objective 1: 5.1 CJH will use various methods of communicating with the public.

Evaluation Data Source(s) 1: Facebook Account activity/Twitter Account activity/Mailouts/Blackboard Connect

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) Teachers will utilize instructional technology to enhance communications with the public including parents, stakeholders, and community organizations. We will maintain campus Facebook Accounts, Twitter accounts, and an updated website.	Principal	Walkthrough reports/Software usage	54%		
		Funding Sources: Tech Grant - 0.00, Title 1 - 0.00, Title 2 - 0.00			
2) CJH students will use Edmodo, Twitter, Google Classroom, LiveSCHOOL and Facebook to collaborate with other students, stimulate learning, and interact virtually to stimulate learning.	Principal/Teacher	Facebook Page & Google Drive/Google Classrooms/Student Accounts	51%		
3) CJH will use Blackboard connect, Facebook, Remind, plus mailouts to communicate effectively and efficiently with parents	Principal, Teachers, Secretary	Copies of mailouts, Facebook, Twitter accounts	58%		
4) All Cameron ISD staff will receive staff development in confidentiality & sensitivity.	Principal Counselor Diagnostician	Staff Meeting Agenda, Acknowledgement form	52%		
5) CJH will provide a welcoming environment for all stakeholders.	Principal Office Staff	Feedback from parent surveys, phone logs	50%		
6) CJH Staff will maintain an updated marquee, send home mailouts regarding important information and notices to parents. We will mail home Report Cards as well as, sensitive materials related to state testing	Principal/Teachers		52%		
100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 5: Foster success while maintaining fiscal responsibility.

Performance Objective 2: 5.2 CJH staff will promote CJH in positive ways.

Evaluation Data Source(s) 2: TTESS/Evaluations

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) Staff will participate in extra-curricular activities sponsoring clubs during the enrichment.	Principal, Teachers	Club rosters/Awards/Recognition	51%		
2) Staff will participate in monthly parent nights, school dances, and activities hosted here at CJH.	Principal	Agendas, Handouts, Mailouts	51%		
3) CJH staff will maintain school facilities, monitor play ground equipment, and keep the grounds litter free.	Principal, Teachers	Feedback from parent surveys, phone logs	52%		
4) Safe and Civil Team will continue to carry out campus school wide reform.	SHIELD TEAM	SHIELD Initiatives/Workshop Participation/Procedures	50%		
100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 5: Foster success while maintaining fiscal responsibility.

Performance Objective 3: 5.3 CJH staff will create a culture of high expectations for professionalism and character.

Evaluation Data Source(s) 3: Character Education Lesson Plans and Sign-In Sheets/Agendas

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) All staff will understand and implement the district vision, mission, and educational philosophy by developing a plan of creative ways of including the statements in campus norms.	Principal	Sign In sheets, Agendas, Lesson Plans	51%		
2) A district-wide character plan will be initiated incorporating the six values, posted in the main entrance of the school, from past Yoemen tradition: knowledge, wisdom, truth, ethics, honor, and integrity. Reflective processes will occur during staff meetings to incorporate strategies into school culture. Teachers and students will try to prevent bullying by looking at H.R. 1983 "David's Law".	Principal Counselor Teachers	Activities each 6-week period with a different character trait.	51%		
3) Staff will receive training in professional protocols and procedures in ethics and professionalism in all aspects of their communication.	Principal	Agendas, memoranda, work records, and principal documentation	54%		
4) Positive reinforcements will be used to promote good behavior and participation in campus events, such as Student of the Month, and the CJH Y-Award	Principal, Teacher	Number of positive office visits will increase	55%		
5) Campus-wide rules will be posted in each classroom and the hallways, signed by students and parents, and enforced consistently by all staff.	Principal Teachers	Parent/student signature pages and compact, observation of student behavior in the classrooms, hallways, and special areas.	55%		
6) Safe and Civil Team will continue to carry out campus school wide reform.	SHIELD TEAM	SHIELD Initiatives/Workshop Participation/Procedures	51%		
100% = Accomplished		0% = No Progress	✗ = Discontinue		

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Students will create projects, ideas, and display instructional content through various levels of methodologies.
1	1	4	Renaissance STAR and Accelerated Education Interventions will continually be evaluated, aligned and revised to provide focused and appropriate instruction for struggling students. Response to Intervention (RtI) TIER Classes will address the specific needs of students using the Leveled Literacy Intervention Kits (Fountas & Pinnell)
1	1	7	Practice STAAR and benchmark tests will be given on each campus regularly, using TAG, TCMPC and other assessment sources to analyze students needs in order to modify instruction to address deficient areas and address students in crisis in a more timely efficient manner.
1	1	8	Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building.
1	1	9	Targeted student specific enrichment and extension through the PLC process which addresses tutorials, coursework skills, and begin STAAR remediation & extension will be continued and expanded if possible.
1	1	10	The Accelerated Reading program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc.)
1	1	11	All ELAR Students will be complete Renaissance STAR each month during the designated assessment window.
1	1	12	All Teachers will participate in Lead4Ward and utilize a Professional Learning Community (PLC) to collaborate on and align instructional materials to benefit all students.
1	1	14	Teachers will implement independent Reading time to improve reading & literacy in conjunction with the District Literacy Plan. Teachers will also utilize Motivation Reading to increase student performance on state mandated tests.
1	2	1	The Accelerated Education Interventions will continually be evaluated, aligned and revised to provide focused and appropriate instruction for struggling students. Response to Intervention (RtI) Tier Classes will address the specific needs of students, using Renaissance Math and Learning Farm.
1	2	3	Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building.
1	2	4	The Renaissance STAR program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc.)
1	2	5	Mathematics Teachers will receive professional development regarding the use of essential TEKS through the PLC process and utilize the Renaissance STAR program and online strategies for teaching math.
1	2	6	Math vertical alignment will continue to consistently utilize meaningful math processes and vocabulary development consistently throughout all grade levels.

Goal	Objective	Strategy	Description
1	2	12	Targeted student specific enrichment and extension through the PLC process which addresses tutorials, coursework skills, and begin STAAR remediation & extension will be continued and expanded if possible.
1	3	1	6-8 Reading Professional development will be offered throughout the academic year to reinforce the 5 concepts of reading instruction and to reinforce implementation of the TCMPC curriculum used that will be used in the district.
1	3	2	ESL teachers will attend training on the TELPAS and various instructional methodologies to address the specific academic vocabulary needs of our ESL Students
1	3	3	Professional Development will include attendance at staff developments, workshops, outside training, and educational conferences, focusing on Economically Disadvantaged Students.
1	3	4	CJH Administrator will continue to monitor curriculum using the Curriculum Walk Through Model. Administrator will check to see that lesson plans and scope and sequences match the instruction that they see in the walk through.
1	3	5	The district's expectation of learning will be restated in language that students will understand by the campus teachers, stated in our District Literacy Plan. As a unified campus faculty, the campus classroom expectations & norms of learning will be posted in every classroom on the campus 45% on grade-level reading level as a district & 75% on grade-level reading level in each specific grade.
1	3	6	Social Studies teachers will participate in weekly staff development activities disseminating the data of the TEKS, assessments, and instructional practices, utilizing the Instructional Coordinator, Lead4ward, ExPloros, and TCMPC.
1	3	7	CJH Social Studies Teachers will participate in an ePLC through Lead4Ward.
1	3	8	Special Education Teachers will participate in TEKSresource implementation Scope and Sequence, YAG, IFD, and assessment desegregation.
1	3	9	Differentiated Instruction Training for Special Ed. Teachers
1	4	6	Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building.
1	4	7	CJH will utilize the Student Intervention Team to as a precursor for students having instructional and behavioral difficulty to determine if there are alternative interventions
1	4	8	6-8 Reading Professional development will be offered bi-monthly the academic year to reinforce the 5 concepts of reading instruction and to reinforce implementation of the TCMPC curriculum used that will be used in the district.
1	4	9	ESL teachers will attend training on the TELPAS and various instructional methodologies to address the specific academic vocabulary needs of our ESL Students
1	4	10	Professional Development will include attendance at weekly staff developments, workshops, outside training, and educational conferences. Teachers will also participate in a Professional Learning Community to disaggregate student data to improve student performance.

Goal	Objective	Strategy	Description
1	4	11	Targeted student specific enrichment and extension through the PLC process which addresses tutorials, coursework skills, and begin STAAR remediation & extension will be continued and expanded if possible.
1	4	13	Teachers will implement independent Reading time to improve reading & literacy in conjunction with the District Literacy Plan. Teachers will also utilize Motivation Reading to increase student performance on state mandated tests.
1	4	14	All Teachers will participate in Lead4Ward and utilize a Professional Learning Community (PLC) to collaborate on and align instructional materials to benefit all students.
1	4	15	All ELAR Students will be complete Renaissance STAR each month during the designated assessment window.
1	4	16	The Accelerated Reading program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc.)
3	2	6	Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building.
3	2	7	The Accelerated Reading program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc.)
4	1	8	CJH will participate in Technology Night in the Fall and Spring semester and have students showcase what they have learned using technology.
4	2	5	Teachers and staff will implement the Fundamental 5 strategies for improving student performance. Administrators will look for evidence of the Fundamental 5 when appraising the teachers and staff.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

2018-2019 Campus Site-Based Commitee

Committee Role	Name	Position
Classroom Teacher	Kristi Lasher	7th Grade ELAR
Classroom Teacher	Amy Morgan	6th Grade ELAR
Classroom Teacher	Lydia Muniz	8th Grade ELAR
Paraprofessional	Charlie Williams	Special Education Para-Professional
Paraprofessional	Rebekah Lightsey	Classroom Instructional Para-Professional
Parent	Amy Frausto	Parent
Parent	Laci Wimmer	Parent
Business Representative	Theresa Hollas	Parent
Parent	Holly Mueck	Parent
Business Representative	Jodi Morgan	Business Leader
District-level Professional	Susan Pommerening	Assistant Superintendent
Non-classroom Professional	Lisa Laneer	Non-Classroom Professional

Cameron Independent School District

Cameron Elementary

2018-2019 Campus Improvement Plan

Mission Statement

Cameron Elementary, in partnership with parents and community, will provide a quality education for all of our students, empowering them to pursue productive and fulfilling lives in an ever-changing, interdependent world.

Vision

At Cameron Elementary we strive to promote life-Long learning for all students, in all social, educational and personal situations.

Value Statement

A well-rounded education, including the development of individual skills and talents, leads to personal fulfillment.

High expectations and teamwork are essential in maximizing performance.

Ethical behavior promotes organizational success.

Parent and community involvement impacts student performance.

People learn differently.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Comprehensive Needs Assessment

Cameron Elementary & Cameron Junior High

3rd-8th Grade

2018-2019

Academics—Students and Staff

What we are doing well:

1. Parent Communication through Blackboard Connect, Facebook Page, Twitter, CJH Website, emails & mail-outs.
2. Compiling data into DMAC for desegregation.
3. Utilizing our Special Education and 504 programs to identify students with disabilities.
4. Providing services to our Dyslexia students, ELLs, and RtI students, through Highly Qualified staff.

Areas of Need:

1. Training Opportunities
   1. Address, Implement and Facilitate Differentiated Instructional Practices and appropriate lesson planning to meet our students' needs.

    i.   PLC training & Implementation for core areas and teams

    ii.   Lead4ward/STAAR4ward

    iii.   Questioning Strategies Staff Development

1. Provide Staff Development bi-monthly to address the needs of teachers and provide the proper training to facilitate these instructional practices effectively. Monitor the implementation of Lead4Ward Instructional Playlist.
2. Lead4ward/STAAR4ward Staff Development focusing on the demographics of our students, our accountability scores, and target areas.
3. Lead4Ward Staff Development analyzing progress measures, student demographics, TEKS, and STAAR.
4. Conduct regular Campus Assemblies with the grade-level students to address social issues, testing information, host guest speakers, etc.
5. Address Co-Teach/Inclusional practices with appropriate staff development and workshops.
6. Implement Cross-Curricular Writing Training, Cross Curricular Social Studies implementation.
7. Strategies
    1. Add more elective choices focusing on trending middle school issues. Incorporate electives ranging from advanced academics, and general enrichment activities, such as digital newspapers, AVID, Worth the Wait, etc.
    2. Utilize a Reading Intervention Teacher across multiple grade-levels to work with lower achieving students on a daily basis.
    3. Implement and Intervention Program to meet the needs of our below level reading students, structured through an extra Reading Extension Teacher. (Read 180 or FastForwad)
    4. Service the ESL/Bilingual students through a core area certified teacher not through a pullout program to more efficiently incorporate the ELPS.
    5. Reduce the amount of core area failures through Response to Intervention, Student Intervention Teams and a specific learning Student Learning Objectives.
    6. Assess students BOS/MOS/EOS in Reading Development regarding students who are below grade-level using Renaissance STAR. *s=Semester
    7. Assess students BOY/MOY/EOY using LearningFarm.com in Math Development regarding students who are below grade-level.
    8. Add sections of Math Extension to provide identified students with more time-on-task in math.
    9. Develop strategies through Pre-AP training for teachers to increase the number of students receiving Advanced Academic Performance on STAAR in all testable areas.
    10. Integrate more cross-curricular writing assignments among all core areas to improve writing skills.
    11. Continue to utilize TCMPC Scope and Sequence in all core content areas, developing a calendar with specific testing dates and timelines.
    12. Continue to utilize Technology Applications classes to support interdisciplinary projects of the core curriculum.

Parent and Community

–

What we are doing well:

1. Parent Conference Day
2. Parent communication through phone calls, emails, texts, Facebook, Twitter, IPR Reports and mail-outs.

Areas to address:

1. Methods used for Encouraging Parental Involvement
   1. Need to incorporate a more effective way to involve our parents as volunteers. An online VIPS form, accompanied by an explanation at the beginning of school during a short parent meeting that explains what the VIPS form checks for and it's mandatory before they can volunteer.
   2. Invite parents to perform specific duties at our campus, such as Mom Mondays, and Work Together Wednesdays, where parents come and do the crosswalk, help out in the cafeteria, and wok in the Math/Reading Labs.
   3. Incorporate more volunteer opportunities for our students such as Adopt A Highway, Flowerbed Restoration, Campus Clean Up Day, etc.
   4. Implement Parent Training incorporating Scott & White Services/Counselors to instruct parents on hot topics.
      1. Parenting Strategies
      2. Health Issues
      3. Resources
      4. Social media and the law
      5. Parental Development
         1. STAAR Monthly Meetings
         2. Monthly meetings where parents can participate in hands-on activities that their students are participating in, such as Web 2.0 Tools, Apps, PBL's, practice STAAR Test, etc.
         3. Incorporate Food Bank Development for Pick-Up and Distribution.
         4. Individualized Counselor Meetings with Parents at the beginning of the year.

Facilities

–

What we are doing well:

1. Fire Drills
2. Secure Front Entry
3. Maintenance of grounds

Areas of Need:

1. Partitions in Restroom needs replacing
2. Washer/Dryer needed in the Special Education classroom.
3. Paint Hallways in light gray to cover blemishes in hallways.
4. Window screens needed.
5. Curtains needed for stage.
6. Backdrop needed for stage.
7. Speed Bumps needed in back of school.
8. Playground Equipment needed for CES.
9. Desks needed for 3rd-5th and 6th-8th.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

Goal 1: Establish a culture of academic excellence.

Performance Objective 1: Reading and Writing performance will raise by 10% to meet or exceed the Target Score.

Evaluation Data Source(s) 1: STAAR & Renaissance STAR

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 2 CSF 3 CSF 7	Principal, Reading Interventionist, Assistant Principal, Instructional Coordinators	Staff development agendas; Sign-In Sheets; Lead4ward Modules and Webinars; Training through regional centers and Instructional Coordinators	54%		
1) Teachers will attend and/or participate in professional development for reading throughout the year. Professional development will target weaknesses as seen through state assessment data, such as Fig. 19D and Fig. 19E. Guided Reading strategies and Independent Reading with Support will be used to help address specific process standards within the reading skills.	**Funding Sources:** Local - 0.00, Title 1 - 0.00, Title 2 - 0.00				
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2	Principal, Reading Interventionist, Teachers	BOY, MOY, and EOY student assessment data from local benchmarks, unit assessments, Essential Standards, Common Formative Assessments Results, Istation, and AR STAR.	42%		
2) Reading Interventions will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students. Students will be selected based on assessment data, common formative assessment data, and teacher input. Lessons objectives will be based on student need as seen through Istation, STAR, and unit assessments. There will be an appropriate balance for each grade level group of phonics instruction using Wilson, comprehension, and vocabulary.	**Funding Sources:** Title 1 - 0.00, Title 2 - 0.00				

Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2	Principal, Reading Coach, Teachers	Data results disaggregated and results shared in grade-level meetings, PLC meetings, common formative assessment, and the C2L collaborative.	50%		
3) Common benchmark tests will be given and data will be compared through the PLC Essential Standards Common Formative Assessments, and C2L collaborative. Data will be used to analyze student needs in order to modify instruction to address deficient areas and address students in crisis in a more time efficient manner.	**Funding Sources**: Local - 0.00				
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2	Principal, Teachers	Grade reports and STAAR Reading results.	40%		
4) Cameron Elementary School will provide extension and/or enrichment activities for students that do not attain mastery in their reading class or on the STAAR Reading.	**Funding Sources**: Title 1 - 0.00				
Critical Success Factors CSF 5 CSF 6	Principal, PTO, Teachers	Student spirit rings and sticks	50%		
5) Spirit Monkey Sticks will be implemented by the CES PTO to promote Reading Performance. Students will earn spirit sticks to display on their rings of their performance of hard work.	**Funding Sources**: Local - 0.00				
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2	Principal, Teachers	Accelerated Reading reports/spirit sticks/Y Award Incentive Trip	29%		
6) The Accelerated Reading program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc)	**Funding Sources**: Title 1 - 0.00, Comp ed - 0.00				
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2	Principal, Teachers, Computer Lab	Intervention Google Doc	62%		
7) A Google Doc tracking sheet as well as a War Room, will be used to monitor student reading progress from all students. Every month students will test using AR STAR. This information will be recorded in a Google Doc available to interventionists and the principal to track student improvement in reading.					

Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4	Principal, Teacher in charge of Cameron Prep	Student sign-in sheets, STAAR scores of students attending, Istation/AR STAR Reports, Essential Standards	14%
8) After school intervention program will be changed in the following ways: groups size will be reduced, teachers will create lessons and not use solely online programs, specific TEKS will be targeted based on data, students will only attend with an invitation to keep small group numbers low, students will be selected based on data, and the amount of teachers will be increased to 2 per grade level.		**Funding Sources:** Comp ed - 0.00, Local - 0.00	
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 7	Principal, PLC teams	Lead4ward planning guide, Motivation Reading, notes from team meetings, walkthrough notes targeting specific instructional strategies	45%
9) PLC teams will align lesson planning to the TEKS by meeting once a week to coordinate instructional strategies. Lessons will be shared electronically before meetings allowing lesson planning to focus on how we teach, rather than only what we teach. The Lead4ward "planning guide" will be used before each unit of instruction. Motivation Reading workbooks and the online support will be used to help plan reading instruction.		**Funding Sources:** Local - 0.00	
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2	Principal, Reading Interventionist, Teachers	STAAR results, unit assessments, benchmarks, common formative assessments, RTI process walkthroughs to monitor for effect intervention	51%
10) The reading interventionist will provide pull out small group instruction. The RTI process will be used to help provide continual support throughout the year to help differentiate for students. Teachers will provide small group instruction during a specified time to meet the needs of individual students before, during, and after school. Strategies used in small group instruction will be based on Renaissance STAR goals and unit assessment data.		**Funding Sources:** Local - 0.00	

Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 7 11) Wilson Fundations will be implemented during pull out reading intervention and SPED resource for those students who need it. The reading interventionist, SPED teacher, and all 3rd grade teachers will receive available phonics training.	Principal, Reading Interventionist, SPED Teacher	STAAR Results, Istation, AR STAR, DRA, unit assessments, benchmarks	30%		
	Funding Sources: Local - 0.00				
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 12) All students who tested Tier III through Renaissance STAR will receive small-group targeted specific intervention.	Principal, Interventionists, Teachers	Intervention records, I-Station	45%		
	Funding Sources: Title 1 - 0.00, Local - 0.00				
Comprehensive Support Strategy **Targeted Support Strategy** 13) A goal-setting form will be created for each student and kept in their red folder. This will include state assessment data, goals for the current year, local assessment data tracking progress towards the goals, as well as Student Learning Objectives. This will include all state assessed subjects.	Principal, Classroom Teachers	Goal-Setting form	50%		
Critical Success Factors CSF 3 CSF 7 14) The principal will complete 10 walkthroughs each week. The assistant principals will complete 8 walkthroughs each week.	Principal, Assistant Principals	Walkthrough Analysis Reports	50%		
15) Students will read in Independent Reading for 200 minutes per week.			45%		
16) The District Literacy Plan will be implemented with fidelity.			50%		
100% = Accomplished **0%** = No Progress ✗ = Discontinue					

Goal 1: Establish a culture of academic excellence.

Performance Objective 2: Students will exceed performance standards in the area of science for all subgroups.

Evaluation Data Source(s) 2: STAAR, Unit Assessments, Benchmarks

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Comprehensive Support Strategy **Critical Success Factors** CSF 1	Principal, Lead Teachers	Science TAKS, Purchase Orders, Science team Agendas	41%		
1) All Campus science curriculum and instructional materials will continue to be analyzed, modified, and addressed to meet STAAR and campus goals.	**Funding Sources**: Local - 0.00				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 7	Principal, Assistant Principals	Participation Certificates, agendas, sign-in sheets, Eduhero Modules	45%		
2) All teachers will receive professional development on Working with Students in Poverty (Ruby Payne) and on Working with At-Risk Students through Safe and Civil training and using the committee as tool for help.	**Funding Sources**: Local - 0.00				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7	Principal, Assistant Principal	Observations, Progress Monitoring, STAAR Science scores	45%		
3) Teachers will receive training in the beginning of the year and support, as needed, using StemScopes for science. 5th Grade teachers will be using the LISTO program for science instruction.	**Funding Sources**: Local - 0.00, Title 1 - 0.00				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7	Science Teachers	Lead4ward Planning Guide, notes from meetings, Motivation Science Materials	45%		
4) Science teachers will meet weekly to plan lessons and coordinate instructional strategies. This will include completing a Lead4ward Planning Guide for each unit of instruction. 5th Grade will be using the LISTO curriculum to plan science lessons. Motivation Science materials and the online component will be used to supplement science instruction.	**Funding Sources**: Local - 0.00				

Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 4	Principal, Lead Teacher	Observations, Lesson Plans	45%
5) All grade levels will plan for 2 hands-on TEKS-based labs per week.	**Funding Sources**: Local - 0.00		
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2	Principal, Lead Teacher	Information from grade-level meetings, purchase records	45%
6) Science lead teacher will submit a supply list for lab materials to the office. The office will purchase all science lab materials needed for the upcoming unit.	**Funding Sources**: Local - 0.00		
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 4	Principal, Lead Teacher	Observations, Lesson Plans, Grade-level meeting information	45%
7) Lead4ward strategies will be used regularly in science classes and included on lesson plans by science lead teacher. 5th Grade will use Lead4ward and LISTO strategies to implement science objectives.	**Funding Sources**: Title 1 - 0.00, Local - 0.00		
Critical Success Factors CSF 1 CSF 2 CSF 7 8) Teachers will continue to use TCMPC scope and sequence while using STEMScopes as a resource. 5th Grade will use LISTO strategies and curriculum as a resource. Adjustments will be made to focus on highly tested units.	Principal, Science Lead Teacher	Information gathered from grade-level meeting and lead teachers, Progress Monitoring data	45%
	Funding Sources: Local - 0.00		
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2	Principal, Science Teachers	Progress Monitoring, Benchmarks, STAAR	45%
9) Data will be reviewed using DMAC in Grades 3-5 to identify specific focus areas.	**Funding Sources**: Local - 0.00		
Comprehensive Support Strategy **Critical Success Factors** CSF 2 10) A goal-setting form will be created for each student and kept in their red folder. This will include state assessment data, goals for the current year, local assessment data tracking progress towards the goal, and Student Learning Objectives. This will include all state assessed subjects.	Principal, Classroom Teachers	Goal-Setting Form	45%

Critical Success Factors CSF 3 CSF 7 11) The principal will complete 10 walkthroughs each week. The assistant principals will complete 8 walkthroughs each week.	Principal, Assistant Principals	Walkthrough Analysis Reports	45%		
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

Goal 1: Establish a culture of academic excellence.

Performance Objective 3: Students will exceed performance standards in mathematics.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 1) Instructional content and strategies will be aligned in each grade-level and vertically through weekly PLCs focusing on lesson planning and implementation of specific instructional strategies with a focus on the data from the common formative assessments. Planning Guides from Lead4ward will be used to plan common lessons/strategies for each unit of instruction.	Principal, Teachers	Report of Progress in content team meetings - Agendas, Planning Guides, walkthrough data, common formative assessments	45%		
		Funding Sources: Local - 0.00			
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 2) Intervention will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students (Math & Science extension activities and after school tutorials).	Principal, Teachers	Student performance in each campus accelerated program	45%		
		Funding Sources: Title 1 - 0.00, Comp ed - 0.00			
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 3) Math vertical alignment will continue to consistently utilize meaningful math processes and vocabulary development consistently throughout all grade levels.	Principal, Teachers	PLC meetings, student performance on common formative assessments of the essential standards, benchmark data	46%		
		Funding Sources: Local - 0.00			

Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4	Principal, Math Interventionist, Teachers	Response to Intervention (RTI) Tier Level Classes with MSTAR/ESTAR, Unit assessments, Essential Standards, benchmarks, and STAAR	46%		
4) After school intervention program will be changed in the following ways: groups size will be reduced, teachers will create lessons and not use solely online programs, specific TEKS will be targeted based on data, students will only attend with an invitation to keep small group numbers low, students will be selected based on data, and the amount of teachers will be increased to 2 per grade level.	**Funding Sources**: Local - 0.00, Comp ed - 0.00				
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 7	Principal, Lead Teachers	Benchmark results, Math Team Meeting Agendas/Gateway Assessments & Goals/Guided Math Running Records	45%		
5) Math vertical alignment will continue to consistently utilize meaningful math processes and vocabulary development consistently throughout all grade levels.	**Funding Sources**: Local - 0.00				
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 4	Principal, Math Lead Teachers, Math Interventionists	Classroom Walkthroughs, student performance on Benchmark assessments and STAAR results, performance on common formative assessments.	45%		
6) Math Intervention will be based off STAAR Scores and students performance on the common formative assessments.	**Funding Sources**: Title 2 - 0.00, Local - 0.00				
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4	Principal, Teachers	Grade Reports, STAAR	45%		
7) Cameron Elementary School will provide summer school for students that do not attain passing marks in their mathematics class or on the Mathematics STAAR Test	**Funding Sources**: Title 1 - 0.00				

Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4	Principal	Student sign in sheets, performance on the essential standard assessments, STAAR scores of students attending	45%
8) After school intervention program will be changed in the following ways: groups size will be reduced, teachers will create lessons and not use solely online programs, specific TEKS will be targeted based on data, students will only attend with an invitation to keep small group numbers low, students will be selected based on data, and the amount of teachers will be increased to 2 per grade level.		**Funding Sources**: Title 1 - 0.00, Comp ed - 0.00	
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2	Principal, Teachers	Walkthrough Reports, Content Area Team Agendas, Forethought Reporting/Unit Assessment Data/TEKS Verbage Breakdown	45%
9) Grade level teachers will work together to review, analyze, revise, and keep the Scope & Sequence current in TCMPC. Teachers and campus staff will use the scope and sequence developed in TCMPC when planning lessons and calendars. PLC grade level teams will review data from common formative assessments and meet weekly to plan implement instructional activities and lessons. Motivation Math materials and the online component will be used to address math skills.		**Funding Sources**: Local - 0.00	
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 3 CSF 7	Assistant Superintendent, Principal	Classroom Walkthrough Data, District Benchmarks, STAAR Results	45%
10) Teachers will attend TEA math academies as a means to increase knowledge of scientifically-based mathematics strategies.		**Funding Sources**: Title 1 - 0.00	
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1	Assistant Superintendent, Principal	Progress Monitoring, STAAR results, Essential Standards. TCMPC	45%
11) Teachers will utilize TCMPC Year at a Glance, PLC planning of lessons and common formative assessments to guide math lessons.		**Funding Sources**: Local - 0.00	

Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 2 12) A goal-setting form will be created for each student and kept in their red folder. This will include state assessment data, goals for the current year, local assessment data tracking progress towards the goal, and Student Learning Objectives. This will include all state assessed subjects.	Principal, Classroom Teachers	Goal-Setting Form		46%	
Critical Success Factors CSF 3 CSF 7 13) The principal will complete 10 walkthroughs each week. The assistant principals will complete 8 walkthroughs each week.	Principal	Walkthrough Analysis Reports		45%	
100% = Accomplished		0% = No Progress		✗ = Discontinue	

Goal 2: Provide a safe and disciplined environment for all students.

Performance Objective 1: Students will be educated in learning environments that are safe and conducive to learning.

Evaluation Data Source(s) 1: PEIMS Discipline Data; Educators' Handbook Reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Critical Success Factors CSF 6 1) Red Ribbon Week will be observed at CES, focusing on saying "No" to drugs.	Principal, Counselor, School Nurse, Teachers	Students will participate in drug awareness activities/Yoe Spirit Sticks	37%		
	Funding Sources: Local - 0.00				
Critical Success Factors CSF 6 2) One student will be selected from each class, each school year to participate in the Cameron Elementary School student council.	Principal, Student Council, Coordinator, Teachers	Student Council minutes, service projects	45%		
	Funding Sources: Local - 0.00				
3) The policies and procedures in the In School Behavior Room will be monitored through out the year. The ISB teacher will implement behavior techniques recommended by District Behavior Interventionist.	Principal ISB Teacher	Meeting agendas, ISB observation forms	42%		
	Funding Sources: Local - 0.00				
Critical Success Factors CSF 6 4) Campus-wide rules will be posted in each classroom and the hallways, signed by students and parents, and enforced consistently by all staff.	Principal Teachers	Parent/student signature pages, student. compact, student. Behavior in hallways, and special areas.	49%		
	Funding Sources: Local - 0.00				
Critical Success Factors CSF 1 CSF 7 5) Administrator will monitor expectations of learning using the Curriculum Walk Through Model.	Instructional Leadership Team	Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports	58%		
	Funding Sources: Local - 0.00, Title 2 - 0.00				
Critical Success Factors CSF 6 CSF 7 6) A Discipline Management Plan will be written and placed in each campus student code of conduct in order to provide consistency between campuses.	Principal Teachers	Student Code of Conduct & Parent/Student Handbook, Campus Discipline folders, student Responsibility folders/Educator Handbook Website	63%		
	Funding Sources: Local - 0.00				

Critical Success Factors CSF 6 CSF 7 7) Staff development on Discipline Management Plan will be conducted at the beginning of the year.	Asst. Superintendent, BMSS, Principal	Staff Development Agenda	58%	
	Funding Sources: Local - 0.00			
Critical Success Factors CSF 6 8) Parents will be notified routinely throughout the school year about safety concerns when dropping off and picking up children from school. This should include direction to only drop off and pick up students from approved drop off/pick up points. That point for Cameron Elementary School is the front porch of the building.	Principal	Copies of those items	79%	
	Funding Sources: Local - 0.00			
9) Parents and Visitors to the school will utilize the new Security Upgrades installed. They will check their Tx. Dl at the front office sliding window, and then enter the building when buzzed through the front doors.	PEIMS Clerk Principal	Parent Sign- In Sheet	57%	
	Funding Sources: Local - 0.00			
10) An automated phone calling system will be implemented so that parents are informed quickly and efficiently of a crisis situation or school closings. (Blackboard Connect)	Principal PEIMS Clerk Campus Secretary	BlackBoard Connect/Now Reports	71%	
	Funding Sources: Local - 0.00			
Critical Success Factors CSF 6 11) CES will maintain school facilities, monitor play ground equipment, and keep the grounds litter free.	Principal Staff Custodians	Feedback from parent surveys, phone logs	64%	
	Funding Sources: Local - 0.00			
12) Foundations, as a part of the Safe and Civil Schools program, will be in implementation. Areas of concern will be addressed and strategies will be implemented for improvement of the concern.	Principal, Foundations team members	Written plan for common areas, common area observations, feedback from teachers	63%	
Critical Success Factors CSF 6 13) A behavior management plan will be adopted, taught, and then implemented by the staff. This plan will be shared by teachers through Google and filed at the office for future reference. This will result in more effective use of the online discipline referral system.	Principal	Office referral data through the Educator's Handbook.	64%	

100%   0%   ✗

= Accomplished   = No Progress   = Discontinue

Goal 2: Provide a safe and disciplined environment for all students.

Performance Objective 2: Support services will be provided to students to maximize learning readiness.

Evaluation Data Source(s) 2: Program participation records, Attendance Rates, Discipline Reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Critical Success Factors CSF 4 1) Continue the policy of not keeping students out of Physical Education class for any reason. This is to remain in compliance of the 130 minute per week of Physical Education requirement.	Principal, Teachers, PE Coach **Funding Sources:** Local - 0.00	Class Rolls			
Critical Success Factors CSF 4 2) Incentives, such as the Y-Award trip, will be provided to promote attendance goals, see attached Attendance Action Plan, (popcorn, spirit sticks, certificates of attendance).	Principal PEIMS clerk **Funding Sources:** Local - 0.00	Attendance reports each week, six weeks, semester, and year, Y-Award, Yoe Spirit Sticks	63%		
Critical Success Factors CSF 4 3) PIEMS Clerk will address student attendance. Students parents will be called when they are absent to confirm the excuse for absence.	Principal PEIMS Clerk **Funding Sources:** Local - 0.00	PEIMS Data	61%		
Critical Success Factors CSF 4 4) An automated phone calling system will be implemented so that parents are informed quickly and efficiently of a student's absence. (Blackboard Connect)	Principal PEIMS Clerk Campus Secretary **Funding Sources:** Local - 0.00	Blackboard Reports	58%		
Critical Success Factors CSF 4 5) Policy and Procedures for student absences will be followed consistently for students receiving unexcused absences with the cooperation of Cameron and or Milam County court systems.	Principal PEIMS Clerk **Funding Sources:** Local - 0.00	Individual Parent/Student Documentation	61%		
Critical Success Factors CSF 4 6) Incentives will be provided to promote attendance goals (popcorn, spirit sticks, certificates of attendance).	Principal PEIMS Clerk **Funding Sources:** Local - 0.00	Attendance reports each week, six weeks, semester, and year	72%		

Critical Success Factors	Principal	PEIMS Data	83%		
CSF 4	PIEMS Clerk				
7) Campus will closely monitor student absences. Students parents will be called when they are absent to confirm the excuse for absence, an attendance committee will meet monthly to address student absences and monitor attendance.	**Funding Sources**: Local - 0.00				
Critical Success Factors	Principal	Student sign in sheets, STAAR scores of students attending	85%		
CSF 1 CSF 2 CSF 4					
8) Cameron Prep School an afterschool extension program which addresses tutorials, coursework completion, and STAAR remediation will be continued and expanded if possible.	**Funding Sources**: Title 1 - 0.00, Comp ed - 0.00				
9) Physical Education 250 minutes per 2-week period	Physical Education	FitnessGram	56%		
	Funding Sources: Local - 0.00				
Critical Success Factors	Principal	Agenda Minutes from the campus safety team	73%		
CSF 6	Safety Team				
10) Continue evaluating, revising, and implementing the safe and secure emergency response plan.	**Funding Sources**: Local - 0.00				
Critical Success Factors	Principal	Reflective Processes of Character Building Form, lesson plans/copies of Mrs. Garcia's agenda from Character Classes/forms of Mrs. Garcia's counseling groups	64%		
CSF 6	Counselor				
	Teachers				
11) A campus-wide character plan will be purchased and implemented during Specials time. Reflective processes will occur during staff meetings to incorporate strategies into school culture.	**Funding Sources**: Local - 0.00				
Critical Success Factors	Principal	Agendas, memorandum, work records, and principal documentation	60%		
CSF 6 CSF 7					
12) Staff will receive training in professional protocols and procedures in ethics and professionalism in all aspects of their communication.	**Funding Sources**: Local - 0.00				
Critical Success Factors	Principal	Staff Meeting Agenda, Acknowledgement form	59%		
CSF 3 CSF 7	Counselor				
	Diagnostician				
13) All Cameron ISD staff will receive staff development in confidentiality & sensitivity.	**Funding Sources**: Local - 0.00				
Critical Success Factors	Principal	Feedback from parent surveys, phone logs	83%		
CSF 5 CSF 6	Office Staff				
14) CES will provide a welcoming environment for all stakeholders.	**Funding Sources**: Local - 0.00				

100%   0%   ✗

= Accomplished   = No Progress   = Discontinue

Goal 3: Encourage students to maximize their individual potential.

Performance Objective 1: Establish systems to emphasize and track growth of individual students.

Evaluation Data Source(s) 1: State Accountability Index 2

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Critical Success Factors CSF 1 CSF 2 1) Student's needs will be identified and appropriate Response to Interventions will be utilized and served in the following areas: Student Intervention Teams (SIT), Section 504, Advanced Academic Program (AAP), Dyslexia, Special Education, Accelerated Education Interventions, ESL/Bilingual.	Principal, Counselor, Reading Interventionist, Teachers	Identification process and STAAR scores, Student Academic Progress, Istation/ESTAR/MSTAR, and Benchmarks	51%		
	Funding Sources: Title 1 - 0.00, Title III - 0.00, Local - 0.00, Comp ed - 0.00				
Critical Success Factors CSF 1 CSF 2 2) Teachers and paraprofessionals will receive training as needed in the area of accommodation and modification instructional strategies.	Campus principal, Counselor, Diagnostician	Sign in Sheets, Certificates, Classroom walkthroughs, Staff Meeting Agendas	52%		
	Funding Sources: Title 2 - 0.00, Local - 0.00				
Critical Success Factors CSF 1 CSF 2 3) Staff development will continue concerning admission, review, and dismissal for the SIT, Section 504 and Special Education Programs.	Counselor	Staff Meeting Agendas, Content Team Agendas, Sign In Sheets of training times.	55%		
	Funding Sources: Title 1 - 0.00, Title 2 - 0.00, Local - 0.00				
Critical Success Factors CSF 1 CSF 2 4) Tier interventions will continue to be refined in special education for identified students with learning disabilities in 3-5.	Principal, Special Ed Teacher, Regular Ed Teachers	Teacher Lesson Plans, Principal Walkthroughs, Content Team Agendas/IEP Goals	56%		
	Funding Sources: Local - 0.00				
Critical Success Factors CSF 1 CSF 2 5) The Accelerated Education Programs will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students (Math & Science extension activities and after school tutorials).	Principal, Teachers	Student performance in each campus accelerated program	65%		
	Funding Sources: Title 1 - 0.00, Comp ed - 0.00				

Critical Success Factors CSF 1 CSF 2 6) Provide accommodation and modification staff development to teachers for the Response to Intervention (RTI), Student Intervention Teams (SIT), 504, & Special Education Process.	Principal, Teachers	Student performance in each campus accelerated program	55%	
	Funding Sources: Title 1 - 0.00, Title 2 - 0.00, Comp ed - 0.00			
7) The Dyslexia Program for students will be evaluated and revised if needed for optimum benefits for identified students.	Principal, Dyslexia Teacher	Bi-annual Dyslexia Reports to Principal, student data will be reviewed	66%	
	Funding Sources: Local - 0.00			
Critical Success Factors CSF 6 8) Positive reinforcements will be used to promote good behavior and participation in campus events, such as Student of the Month, and the CES Y-Award	Principal Teachers	Number of positive office visits will increase	53%	
	Funding Sources: Local - 0.00			
Critical Success Factors CSF 5 9) Parent awareness of their child's success and progress towards their goals will be communicated through their goal form in their red folder.	Principal Classroom Teachers	Feedback from parents, goal-setting form	62%	
10) Parent education sessions will continue to be offered to facilitate discussions and collaborations on school academic achievement, campus updates, supporting students and curriculum and state assessment information.	Principals, Assistant Principals, Teachers	Parent Conferences, Book Fair, Parent Information Sessions	56%	

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 4: Utilize innovative technology to stimulate continuous learning.

Performance Objective 1: Technology proficiency will increase among all instructional staff.

Evaluation Data Source(s) 1: Technology Development Plans, Classroom Walkthroughs

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Critical Success Factors **CSF 1** 1) Teachers will utilize instructional technology to enhance instruction using interactive projectors, Discovery ED, Istation, Think through Math, Accelerated Reading, ChromeBooks, and iPads.	Principal, Teachers	Walkthrough Reports, Software Usage Reports	59%		
	Funding Sources: Title 2 - 0.00, Local - 0.00				
2) Teachers and paraprofessionals will continue to receive training on use and integration of technology in the classroom.	Principal, Instructional Coordinator	Lesson plans, classroom walk throughs, staff development Agendas	70%		
	Funding Sources: Title 1 - 0.00, Title 2 - 0.00				
3) 5th grade will move to a 1 to 1 student to device ratio, while 4th moves to having 2 devices for every 3 students. 3rd grade will have 21 iPads per classroom.	Principal, Technology Director	Walkthrough Reports, Software Usage Reports	80%		
	Funding Sources: Local - 0.00				
4) Instructional Coordinator will work with grade-level teachers to implement, facilitate, and collaborate regarding the use of effective instructional technology in the classrooms.	Technology Instructional Specialist, Principal	TechViews Report, Administrative walk throughs, Staff Development Meetings, T-TESS, STAAR Scores	57%		
	Funding Sources: Local - 0.00				
Critical Success Factors **CSF 1** 5) Technology will be integrated into instruction to increase student learning for students in Special Education.	Principal, Special Education Teacher	Administrative walk throughs, Progress Reports, Report Cards, STAAR Scores	65%		
	Funding Sources: Title 1 - 0.00				
Critical Success Factors **CSF 7** 6) Teachers and paraprofessionals will continue to receive training through a summer Technology Academy.	Technology Instructional Specialist	Training Records, Classroom Walkthroughs	76%		
	Funding Sources: Title 2 - 0.00				

Critical Success Factors CSF 7 7) Two teachers will serve on the Technology Team to lead district implementation initiatives and attend the Texas Computer Educators Association conference.	Assistant Superintendent	Training Records, Evaluations from Summer Technology Conference	58%
	Funding Sources: Title 1 - 0.00, Rural Schools - 0.00		
Critical Success Factors CSF 6 8) Instructional staff will use social media, Web 2.0 tools, websites, and other electronic means to communicate with parents.	Principal, Technology Instructional Specialist	Parent Survey	50%
	Funding Sources: Local - 0.00		
Critical Success Factors CSF 1 CSF 4 9) The librarian will train and manage a Kindle station for students to check out books online.	Librarian	Student Usage Records, Reading Level Reports	68%
	Funding Sources: Tech Grant - 0.00		
Critical Success Factors CSF 1 10) Discovery Education will be used toward students digitally viewing course content.	Principal	Classroom walkthroughs, Lesson plans	67%
	Funding Sources: Local - 0.00		

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 5: Foster success while maintaining fiscal responsibility.

Performance Objective 1: Teachers and staff will receive targeted staff development through campus resources.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Critical Success Factors CSF 6 CSF 7 1) All Cameron ISD staff will receive staff development in confidentiality & sensitivity.	Principal, Counselor, Diagnostician	Staff Meeting Agenda, Acknowledgement form	62%		
		Funding Sources: Local - 0.00			
Critical Success Factors CSF 6 CSF 7 2) Staff development on differentiation and classroom management will be provided through August In Service, Safe and Civil, Independent Reading with Support, Fundamental 5 Training, Guided Reading, Guided Math, RTI training, War Room Development.	Asst. Superintendent, Principal, Assistant Principal, Instructional Coordinators, Safe and Civil Team	Staff Development Agenda	82%		
		Funding Sources: Local - 0.00			
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 7 3) Teachers will attend and/or participate in professional development for reading throughout the year. Professional development will target weaknesses as seen through state assessment data, PLC Essential Standards Assessment data, such as Fig. 19D and Fig. 19E.	Principal, Reading Interventionist	Staff development agendas, Sign-In Sheets	80%		
		Funding Sources: Local - 0.00, Title 1 - 0.00, Title III - 0.00			
Critical Success Factors CSF 7 4) Teachers will receive training in the beginning of the year and support, as needed, using StemScopes for science. 5th Grade will be using LISTO for science.	Principal	Walkthroughs, planning meetings, lesson plans, LISTO Program	76%		
		Funding Sources: Local - 0.00			

Critical Success Factors	Principal, Lead Teacher	Walkthroughs, Observations, STAAR Writing scores	54%		
CSF 7					
5) Teachers will receive training in the beginning of the year and support, as needed, using the Instructional Coordinator to help with writing instruction.	**Funding Sources**: Local - 0.00				
Critical Success Factors CSF 1 CSF 2 CSF 7	Principal	Participation Certificates, agendas, sign-in sheets	70%		
6) Professional Development will include attendance at weekly staff developments, workshops, outside training, and educational conferences.	**Funding Sources**: Local - 0.00, Title 1 - 0.00, Title 2 - 0.00				
Critical Success Factors CSF 1 CSF 6	Principal	Participation Certificates, agendas, sign-in sheets	52%		
7) All teachers will receive professional development on Working with Students in Poverty and on Working with At-Risk Students through Safe and Civil Training and the teams support.	**Funding Sources**: Title 1 - 0.00, Title 2 - 0.00, Local - 0.00				
Critical Success Factors CSF 7	Principal, Counselor, SPED Teacher	Sign in sheets, staff development agendas	78%		
8) All classroom teachers will have staff development on modification and accommodation training for SPED students.	**Funding Sources**: Title 2 - 0.00, Title III - 0.00, Local - 0.00				
Critical Success Factors CSF 7	Principal, ESL Teacher	Sign in sheets, staff development agendas	73%		
9) ESL/Bilingual teachers will attend training on the TELPAS, and Dual Language.	**Funding Sources**: Local - 0.00				
Critical Success Factors CSF 7	Principal, Technology Director	Lesson plans, classroom walk throughs, staff development Agendas	64%		
10) Teachers and paraprofessionals will continue to receive training on use and integration of technology in the classroom.	**Funding Sources**: Title 1 - 0.00, Title 2 - 0.00, Local - 0.00				
Critical Success Factors CSF 2 CSF 7	Counselor	Staff Meeting Agendas, Content Team Agendas, Sign In Sheets of training times.	68%		
11) Staff development will continue concerning admission, review, and dismissal for the SIT, Section 504 and Special Education Programs, RTI (Response to Intervention)	**Funding Sources**: Title 2 - 0.00, Local - 0.00				

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will attend and/or participate in professional development for reading throughout the year. Professional development will target weaknesses as seen through state assessment data, such as Fig. 19D and Fig. 19E. Guided Reading strategies and Independent Reading with Support will be used to help address specific process standards within the reading skills.
1	1	2	Reading Interventions will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students. Students will be selected based on assessment data, common formative assessment data, and teacher input. Lessons objectives will be based on student need as seen through Istation, STAR, and unit assessments. There will be an appropriate balance for each grade level group of phonics instruction using Wilson, comprehension, and vocabulary.
1	1	3	Common benchmark tests will be given and data will be compared through the PLC Essential Standards Common Formative Assessments, and C2L collaborative. Data will be used to analyze student needs in order to modify instruction to address deficient areas and address students in crisis in a more time efficient manner.
1	1	4	Cameron Elementary School will provide extension and/or enrichment activities for students that do not attain mastery in their reading class or on the STAAR Reading.
1	1	6	The Accelerated Reading program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc)
1	1	7	A Google Doc tracking sheet as well as a War Room, will be used to monitor student reading progress from all students. Every month students will test using AR STAR. This information will be recorded in a Google Doc available to interventionists and the principal to track student improvement in reading.
1	1	8	After school intervention program will be changed in the following ways: groups size will be reduced, teachers will create lessons and not use solely online programs, specific TEKS will be targeted based on data, students will only attend with an invitation to keep small group numbers low, students will be selected based on data, and the amount of teachers will be increased to 2 per grade level.
1	1	9	PLC teams will align lesson planning to the TEKS by meeting once a week to coordinate instructional strategies. Lessons will be shared electronically before meetings allowing lesson planning to focus on how we teach, rather than only what we teach. The Lead4ward "planning guide" will be used before each unit of instruction. Motivation Reading workbooks and the online support will be used to help plan reading instruction.
1	1	10	The reading interventionist will provide pull out small group instruction. The RTI process will be used to help provide continual support throughout the year to help differentiate for students. Teachers will provide small group instruction during a specified time to meet the needs of individual students before, during, and after school. Strategies used in small group instruction will be based on Renaissance STAR goals and unit assessment data.

Goal	Objective	Strategy	Description
1	1	11	Wilson Fundations will be implemented during pull out reading intervention and SPED resource for those students who need it. The reading interventionist, SPED teacher, and all 3rd grade teachers will receive available phonics training.
1	1	12	All students who tested Tier III through Renaissance STAR will receive small-group targeted specific intervention.
1	1	13	A goal-setting form will be created for each student and kept in their red folder. This will include state assessment data, goals for the current year, local assessment data tracking progress towards the goals, as well as Student Learning Objectives. This will include all state assessed subjects.
1	2	1	All Campus science curriculum and instructional materials will continue to be analyzed, modified, and addressed to meet STAAR and campus goals.
1	2	2	All teachers will receive professional development on Working with Students in Poverty (Ruby Payne) and on Working with At-Risk Students through Safe and Civil training and using the committee as tool for help.
1	2	3	Teachers will receive training in the beginning of the year and support, as needed, using StemScopes for science. 5th Grade teachers will be using the LISTO program for science instruction.
1	2	4	Science teachers will meet weekly to plan lessons and coordinate instructional strategies. This will include completing a Lead4ward Planning Guide for each unit of instruction. 5th Grade will be using the LISTO curriculum to plan science lessons. Motivation Science materials and the online component will be used to supplement science instruction.
1	2	5	All grade levels will plan for 2 hands-on TEKS-based labs per week.
1	2	6	Science lead teacher will submit a supply list for lab materials to the office. The office will purchase all science lab materials needed for the upcoming unit.
1	2	7	Lead4ward strategies will be used regularly in science classes and included on lesson plans by science lead teacher. 5th Grade will use Lead4ward and LISTO strategies to implement science objectives.
1	2	9	Data will be reviewed using DMAC in Grades 3-5 to identify specific focus areas.
1	2	10	A goal-setting form will be created for each student and kept in their red folder. This will include state assessment data, goals for the current year, local assessment data tracking progress towards the goal, and Student Learning Objectives. This will include all state assessed subjects.
1	3	1	Instructional content and strategies will be aligned in each grade-level and vertically through weekly PLCs focusing on lesson planning and implementation of specific instructional strategies with a focus on the data from the common formative assessments. Planning Guides from Lead4ward will be used to plan common lessons/strategies for each unit of instruction.
1	3	2	Intervention will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students (Math & Science extension activities and after school tutorials).
1	3	3	Math vertical alignment will continue to consistently utilize meaningful math processes and vocabulary development consistently throughout all grade levels.

Goal	Objective	Strategy	Description
1	3	5	Math vertical alignment will continue to consistently utilize meaningful math processes and vocabulary development consistently throughout all grade levels.
1	3	6	Math Intervention will be based off STAAR Scores and students performance on the common formative assessments.
1	3	7	Cameron Elementary School will provide summer school for students that do not attain passing marks in their mathematics class or on the Mathematics STAAR Test
1	3	8	After school intervention program will be changed in the following ways: groups size will be reduced, teachers will create lessons and not use solely online programs, specific TEKS will be targeted based on data, students will only attend with an invitation to keep small group numbers low, students will be selected based on data, and the amount of teachers will be increased to 2 per grade level.
1	3	9	Grade level teachers will work together to review, analyze, revise, and keep the Scope & Sequence current in TCMPC. Teachers and campus staff will use the scope and sequence developed in TCMPC when planning lessons and calendars. PLC grade level teams will review data from common formative assessments and meet weekly to plan implement instructional activities and lessons. Motivation Math materials and the online component will be used to address math skills.
1	3	10	Teachers will attend TEA math academies as a means to increase knowledge of scientifically-based mathematics strategies.
1	3	11	Teachers will utilize TCMPC Year at a Glance, PLC planning of lessons and common formative assessments to guide math lessons.
1	3	12	A goal-setting form will be created for each student and kept in their red folder. This will include state assessment data, goals for the current year, local assessment data tracking progress towards the goal, and Student Learning Objectives. This will include all state assessed subjects.
5	1	3	Teachers will attend and/or participate in professional development for reading throughout the year. Professional development will target weaknesses as seen through state assessment data, PLC Essential Standards Assessment data, such as Fig. 19D and Fig. 19E.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Advisory Committee

Committee Role	Name	Position
Paraprofessional	Ashley Aguirre	Paraprofesssional
Business Representative	Jodi Morgan	Business Representative
Business Representative	Theresa Hollas	Business Representative
Parent	Peggy Chudej	Parent
Parent	Samantha Leifeste	Parent
Paraprofessional	Amy Frausto	Paraprofessional
Classroom Teacher	Marsha Yakesch	Teacher
Classroom Teacher	Lisa Garney	Teacher
Administrator	Laci Rasberry	Administrator
District-level Professional	Susan Pommerening	District Administration
Non-classroom Professional	Connie Thompson	Non-Classroom Professional

Cameron Independent School District

Ben Milam Elementary

2018-2019 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Ben Milam Elementary Needs Assessment Summary

The data reviewed to develop the Needs Assessment for the 2018-19 Ben Milam Campus Improvement Plan included the following:

Star Early Literacy

Renaissance Star

TEMI

CLI Engage

TAPR CES

3rd Grade STAAR

PEIMS

ESTAR

Lead4ward data

Safe and Civil Schools Observations/Input

Demographics

Demographics Summary

Cameron ISD is a rural district with a low socio economic student population consisting of 53 percent Hispanic, 30 percent white, and 17 percent African American population. The district has an agrarian base with, manufacturing, and ranching industries but also is home to government housing and a majority of students with limited background knowledge and a burgeoning population of English language learners. Our district is rich with an experienced professional staff. We have tremendous community support for all of our student programs and adequate budgets to facilitate improvement measures.

Demographics Strengths

Cameron ISD serves as a cohesive or central focus of identity as everyone in Cameron identifies with YOE High School regardless of heritage. We feel that heritage is rich here in Cameron for all ethnicities. We have a strong religious presence within the community and a large percentage of our population that chooses to remain in Cameron and make it their home. Support for students at all levels is consistent throughout the district and we have a strong community commitment to improvement.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student literacy **Root Cause**: lack of background knowledge, vocabulary, and parental support combined with a need for a viable curriculum/and fidelity of instruction

Student Academic Achievement

Student Academic Achievement Summary

Formative; our formative assessments are used to target student needs through identifying areas of limited knowledge. Mathematics formative information is gathered through the TexasEarly Mathematics Inventiory. TEMI assesses number recognition, sequencing, and magnitude comparison, place value, and addition and subtraction. Once national standards are mastered then students will be able to attack multi step problems after master these basic skills. Once they are screened students below 25% they are targeted with pull outs to target foundational skills and the TEMI targets problem solving skills. TEMI in simple words drives instructional intervention.

Our current processes for Literacy development utilizes STAR Early literacy identifies student stregths and weaknesses: phonics, phonological awareness, alphabetic principles, sentence/paragraph comprehension, and vocabulary. Star Early Literacy drives student intervention/extension activities. This diagnostic allows teachers to target instruction by providing insight into readiness skills. Ben Milam also conducts numerous fluency assessments each month in classroom and through instructional coordinator developed test. We need to understand the difference between fluency and speed as comprehension is a challenge.

The teachers conduct Common formative assessments to monitor instruction/student learning. These assessment are done approsimately at the unit midway point to adjust and drive intervention and extension activities/lessons. We are measuring mastery of our priority teks with these assessments.

Student Academic Achievement Strengths

We have made literacy a focus and have implemented Dolch sightwords at all grade levels and are tracing progress. Students are making significant gains with this as a new expectation for pre k and all classes should be implementing Wilson phonics. We are working toward fidelity of instruction in regards to Wilson phonics and the guided reading. Teachers will be provided further professional development on the guided reading processes for grouping through data driven processes. We will monitor instructional effectiveness through our diagnostics on student progress and observations of instructional practices performed by administration. Our district wide literacy grade level rate is 39% while our campus rate is higher we are monitoring our processes to reduce or limit gaps as they move forward through grade levels.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our most pressing problem is low literacy/below grade level **Root Cause**: Experiences/background knowledge/unstructured home environment/limited vocabulary/mobility/aligned curriculum/Instructional fidelity

School Processes & Programs

School Processes & Programs Summary

Instructional practices include development of a consistent grade level curriculum, retaining quality professional staff, providing administrative support through professional growth opportunities, curriculum development, special programs focused on early intervention for speech or literacy impairments including dyslexia.

Cameron ISD offers competitive salaries and conducts analysis of local districts to maintain salary schedules conducive to attracting quality teachers.

We are providing support through interventionist for student/teacher support and monitoring of progress with curriculum and planning support provided to assist teachers with planning. There has been a complete review of systems processes that we are currently engaged to monitory and a adjust instruction, learning, behavior, and all associated aspects of the learning environment to promote student learning and also an environment attractive to prospective professionals.

interventionist

curriculim coordinator

dyslexia teacher for each campus

district curriculum initiative

technology, smartboards, ipads, computer lab pullouts

rti early identification

behavior specialist

School Processes & Programs Strengths

Currently Ben Milam Elementary we have three interventionist that utilize various assessments to monitor student strengths and weaknesses that drives their intervention strategies.

RTI- our response to intervention begins at pre k with CLI circle data and teacher observations of letters and sounds mastery. We will recommend students

for tier 2 intervention based on these criteria. We continue with Star Early literacy for language targets and the TEMI for math diagnostics. We see our RTI program as a strength but are continuing to study our processes to make it more efficient.

Curriculum Coordinator- Our curriculum is being monitored and developed with oversight and guidance from our IC who demonstrates rigorous lesson development with activties that are student centered with technology integration designed with proven high yield strategies and focused around the identified priority teks.

District curriculum initiative-collaborative curriculum design for consistent curriculum with a goal of gradel level consistency.

Our teachers have access to smartboards and ipads; the IC is designing activities for student use of the technology.

We are hiring a behavior specialist with a goal of inclusion and providing all students with a learning environment where they can thrive and maximizes their potential.

Speech intervention- coop services

dyslexia-diagnostics/intervention through the DIP program.

Perceptions

Perceptions Summary

Our goal is for every student to be successful! We are currently in the midst of a change process driven by changing demographics. The change process is difficult but we have committed to the end goal of educating the students that occupy our classroom seats and we will make no excuses that limit our instruction. We must know our students and conduct community outreach programs. We are currently performing Cameron Connect community meetings to solicit community input into our needs. We have embarked on YOE Nation Reads initiative, Latino Literacy program, summer reading campaigns including a mobile library. We also use SeeSaw which is a student Facebook social media outlet for bridging the gap between home and school.

Our current climate is in need of improvement as teachers are stressed due to challenges and difficulties of changing demographics and socio economic levels. We are working to help support through interventionist, curriculum development, behavior specialist support, and administrative support through continued campus needs analysis.

Cameron ISD is the beneficiary of community wide support and a professional staff that is quality but in need of continued growth and a desire analyze data for instructional design focus. We believe that we can raise these scores and we have acknowledged and committed to change as an administrative staff and teachers are beginning to come aboard the movement to change and improvment.

Perceptions Strengths

Our current perception is that we are struggling with teacher morale due into low student performance. The inefficancy of testing has lead to student and teacher stress. The testing needs alignment in regards to classroom teacher assessments, interventionist assessments, and instructional coordinator assessments are limiting instructional time as assessment are consuming too much our allotted instructional minutes. We recognize the need for progress monitoring but feel there is a redundancy of fluency test, and we would like to streamline progress monitoring as our students are very young but we are noticing stress among these little ones due to frequency of progress monitoring. We would like to reduce STAR Early literacy to three assessments per year, share fluency data to streamline efficiency, and if we are not using data from ESTAR to drive instruction or assess in later grades our recommendation is to reconsider this test.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Literacy rates/teacher perceptions **Root Cause**: The root cause of our literacy rates is resistance to change and failure to identify the problems with curriculum/instruction as we were delayed in adjusting to demographic shifts for low socio economic and the growing EL population. teacher perception of this is a teacher problem vs an instructional delivery/alignment/fidelity issue that is impacting student learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Goal 1. Ben Milam is establishing a culture of academic excellence

Performance Objective 1: Objective 1.1 Improve reading scores on C2L benchmarks and Star Reading Assessments

    Evaluation Data Source(s) 1: formative results from universal screening assessments.

    Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) Analyze DMAC data to determine teks not mastered to plan classroom intervention	Principal. Assistant principal and staff	Improved instruction that is targeted to individual needs and is teks specific.	100%	100%	100%
	100% = Accomplished	0% = No Progress	✕ = Discontinue		

Goal 1: Goal 1. Ben Milam is establishing a culture of academic excellence

Performance Objective 2: Objective 1.2 Improve writing instruction

Evaluation Data Source(s) 2: Student writing comparisons to TEKS expectations.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) empowering writers, implement empowering writers video support series, collaborative dialogue in PLC's to improve writing instruction.	Principal. Assistant Principal, Connie Thompson, curriculum specialist will model and support	develop written communication skills at specified goals for each grade level.	51%		
100% = Accomplished	0% = No Progress	✕ = Discontinue			

Goal 1: Goal 1. Ben Milam is establishing a culture of academic excellence

Performance Objective 3: Objective 1.3 Build student background knowledge and vocabulary.

Evaluation Data Source(s) 3: STAR data, TEKS checks, C2L benchmarks, Progress monitoring Wilson foundation, RTI universal screening tools offer continuous feedback on effectiveness of instruction and student learning.

Summative Evaluation 3: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) guided reading strategies, Implement accelerated reader	Principal. Assistant Principal, and instructional specialist, with teachers oversight	increased literacy and foundation knowledge through best practices for guided reading	52%		
100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 1: Goal 1. Ben Milam is establishing a culture of academic excellence

Performance Objective 4: Objective 1.4 Student performance measurement tools will be reevaluated for effectiveness in design and implementation

Evaluation Data Source(s) 4: STAR Data, Early STAR Early Literacy Test, TEMI math, C2L locally developed benchmarks

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) Review how often the Renaissance Star is taken by students each year analyze data from progress monitoring Early Star Literacy and other formative assessments, Lead4ward reports	Teachers. Principal, Assistant Principal	Assess the effectiveness and correlation of current curriculum and instructional practices to student achievement.	70%		
100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 1: Goal 1. Ben Milam is establishing a culture of academic excellence

Performance Objective 5: Objective 1.5 Implementation of Lead4ward data analysis/instruction tool to guide instruction.

Evaluation Data Source(s) 5: PEIMS Data

Summative Evaluation 5: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 1) PLC collaboration, utilize Lead4ward to analyze data by tek Staar4ward Student learning reports, heat maps and leader report cards to drive instruction	Principal. Assistant Principal, Curriculum Specialist and teachers	Developing consensus through shared ideas and strategies for pacing, sequencing, instructional strategies	61%		
100% = Accomplished	0% = No Progress	X = Discontinue			

Goal 1: Goal 1. Ben Milam is establishing a culture of academic excellence

Performance Objective 6: Objective 1.6 Revisit and emphasize measures of growth and a measurement tool for each subject/grade level.

Evaluation Data Source(s) 6: TEMI, TPRI, STAR, DMAC, CLI

Summative Evaluation 6: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) benchmarking RTI	Principal. Assistant Principal will work with interventionist to coordinate testing for literacy/math progress utilizing universal screeners to progress monitor instructional effectiveness.	Continued monitoring of the impact of programming and instruction on student learning.	64%		
100%] = Accomplished		0% = No Progress	X = Discontinue		

Goal 2: Goal 2. Ben Milam is providing a safe and disciplined learning environment for all students.

Performance Objective 1: Objective 2.1 Use Discipline RTI to improve student behaviors

Evaluation Data Source(s) 1: RTI, Discipline referrals, and restorative discipline practices.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) restorative discipline strategies, and RTI discipline initiatives Partner with Burleson Milam Special Services to provide behavior intervention for regular education students PEIMS data as a base evaluation	Principal. Assistant Principal, teachers and counselor	Create quality classroom climate, while preventing loss of instructional time. Reduce out of class discipline numbers.			
100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 2: Goal 2. Ben Milam is providing a safe and disciplined learning environment for all students.

Performance Objective 2: Objective 2.2 Improve the cafeteria atmosphere.

Evaluation Data Source(s) 2: Observations, cafeteria referrals.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) A system will be developed to reduce noise level and behavior in the cafeteria	Assistant principal paraprofessionals	reduction in behavior problems			
100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 2: Goal 2. Ben Milam is providing a safe and disciplined learning environment for all students.

Performance Objective 3: Objective 2.3 Increase parent understanding and participation in efforts to keep students safe.

    Evaluation Data Source(s) 3: Parent surveys, Facebook, newsletters and other social media to communicate protocol and safety procedures. Parent conferences offer face to face opportunities

    Summative Evaluation 3:

Goal 2: Goal 2. Ben Milam is providing a safe and disciplined learning environment for all students.

Performance Objective 4: Objective 2.4 Insure consistent practice and review of safety drills.

    Evaluation Data Source(s) 4: Observation of drills and coordinate with local emergency response teams including police and fire departments.

    Summative Evaluation 4:

Goal 2: Goal 2. Ben Milam is providing a safe and disciplined learning environment for all students.

Performance Objective 5: Objective 2.5 Implementing Safe and Civil Schools Process campus wide.

    Evaluation Data Source(s) 5: Staff data and observations/staff dialogue formative observation.

    Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) The entire school is involved in the safe and civil schools to address all safety concerns for the campus	Principal. Assistant Principal/teachers/all staff	increase preparedness for various emergency response situations.			
	100% = Accomplished	0% = No Progress	X = Discontinue		

Goal 3: Goal 3. Ben Milam will develop a consistent viable curriculum ; written this summer by our teachers and delivered with fidelity as evidenced by observations and progress monitoring using various progress monitoring data and locally developed benchmarks.

Performance Objective 1: Objective 3.1 will use Grade level teams, and instructional coordinators and administration to collaboratively design curriculum focused on priority teks that is measured through student learning data.

Evaluation Data Source(s) 1: Star Renaissance; TEMI, CFA's, and other locally developed assessments in combinations with teacher /administration documentation.

Summative Evaluation 1:

Goal 4: Goal 4. Ben Milam will develop the Professional Learning Community process focusing on a collaborative approach to data driven instruction. Common Formative Assessments will drive data analysis improving student academic performance.

Performance Objective 1: PLC agendas and Common Formative Assessments will be reviewed

Evaluation Data Source(s) 1: PLC agendas and Common Formative Assessments and observations combined with universal screening and progress monitoring. TEMI; STAR Renaissance; CLI Engage

Summative Evaluation 1:

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	5	1	PLC collaboration, utilize Lead4ward to analyze data by tek Staar4ward Student learning reports, heat maps and leader report cards to drive instruction

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment was completed by committee with a review of our demographics and progress monitoring data supplied by Renaissance data. Our focus is literacy and overcoming low socio economic factors that have proven to create a gap in student progress measures as these children on average have limited life experiences and exposure to vocabulary. Our focus remains on our time, community outreach, curriculum, and instruction. We are focused on community outreach, writing curriculum, implementing high quality strategies utilizing uniform grade level lessons with prioritized learning objectives, and vertical alignment. Demographics plays a role in this needs assessment as our first step in the process is to define who we are and how we must attack student learning. We will implement systems in Response to Intervention including academic and behavior components with the addition of a Behavior Specialist. Special Education services through our Burleson Milam coop will also be another systemic component as we delve into our inclusion practices and monitor push ins and responses to behaviors and academic impact on all learners. Our PLC process is critical to our needs as collaborative dialogue that our school community engages in is critical and should be focused on student learning and the impact of instructional delivery including activities utilized to drive student engagement with our priority objectives and grade level expectations remaining a constant. Our Title 1 funds are specifically used for staff including special education teachers, paraprofessionals, and three interventionist that provide specific targeted instructional strategties and monitor screeners and informal assessments to drive student learning.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan has been developed with all committee members collaboratively inputting ideas as appropriate numbers of educators and community members shared in the discussion that include community outreach and student learning with ideas shared on bridging the school community gap. We will revisit the progress of our smart goals and CIP throughout the year and adjust accordingly.

2.2: Regular monitoring and revision

The campus plan will be reviewed at the end of the first quarter/Mid October and again at the end of the 3rd quarter or March to allow for adjustments and progress monitoring toward goals. Our tiered intervention system is consistently utilized as we use teacher developed common formative assessments/unit assessments/universal screeners to assess student learning which is the heart of the campus plan.

2.3: Available to parents and community in an understandable format and language

All campus communication will be offered in English and Spanish upon request or home language survey data. We will continue to designate parent conference days in conjuction with Title 1A compliance meetings to communicate parental rights in regards to public accessible information.

2.4: Opportunities for all children to meet State standards

A continued effort is made by our staff including interventionist, counselor, and teachers, instructional coordinators, and administration to build a curriculum that is delivered with fidelity including grade level rigor and the progress of all students is closely monitored as RTI systems are in place to intervene and extend where appropriate. Our monitoring is inclusive of race, ethnicity, socio economic status, and identified disabilities. We have speech pathologist closely monitoring learning and mastery of objectives and a constant collaboration between the teachers, interventionist, and special education staff to seek remedy to all student needs based on progress monitoring assessments both formal and informal.

2.5: Increased learning time and well-rounded education

There has been an emphasis on increased instructional times as indicated by our commitments within our master schedule. We are committed to 150 minutes of reading each week. The curriculum is comprised of balanced literacy instruction utilizing whole language and phonics instruction. The learning/instruction is assessed continuously with common formative assessments and unit assessments. Student progress monitoring is ongoing with Renaissance being used for the universal screening process. Curriculum development is ongoing with monitoring driving revisions. Our workshop approach consists of read aloud, shared reading, guided reading, and independent reading. We will utilize short mini lessons followed by student activity and a quick formative at the end of learning sessions.

2.6: Address needs of all students, particularly at-risk

We have implemented a tiered intervention student that combines behavior and academic progress monitoring. Our district has added a behavior specialist,, SRO, Truancy Officer and a Family Liaison. Through these additional positions within our district we hope to provide families with resources and contacts to meet their needs. We will continue to use our campus counselor and these additional resources to access government agencies for necessities that help meet basic needs: Food, shelter, clothing, basic medical including vision and hearing. Our tiered intervention system utilizes universal screeners and specific interventions delivered by classroom teachers or one of our campus level interventionist.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

We have included this document on the parent compact which will be disseminated through our joint PRE K parent night and Title 1 information meeting. Our purpose at this meeting is to disclose all requirements for Title 1A including parental access to teacher credentials upon request and a detailed session outlining campus expectations for student learning that explains our PK-2 curriculum. This will serve as an opportunity to discuss intervention systems and the CHAMPS safe & civil schools model.

3.2: Offer flexible number of parent involvement meetings

Parents night open house

Latino Literacy for EL students and parent engagement

PTO Dinosaur Live

Book A Palooza

Parent conferences

Plan Notes

campus Improvement is a collaborative effort involving all stakeholders including, teachers, parents, students, and support staff. BME has implemented RTI complete with universal screening processes to progress monitor learning and to assess the the effectiveness of our instructional strategies. Professional Learning communities systems are in place as we develop our guaranteed viable curriculum and build common assessments to establish consistency across all grade levels. We are working to improve parent involvement and fine tuning professional learning communities with the implementation of best practices including Fundamental Five and planning and instructional strategies and data tools utilizing Lead4Ward programming. We have provided high quality professional development that will not only be sustainable throughout k-12 environment but will help make systemic changes that we believe will yield significant gains as they are research based and grounded upon best practices.

Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2017-18 School Year

Reason Code	Description	Yoe High School	Cameron Jr. High	Cameron Elementary	Ben Milam Elementary
		2	41	101	104
11	Used, exhibited, possessed firearm	0	0	0	0
12	Used, exhibited possessed illegal knife	0	1	0	0
13	Used, exhibited, possessed illegal club	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0
16	Arson	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0
18	Indecency with a child	1	0	0	0
19	Aggravated kidnapping	0	0	0	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0
30	Aggravated assault against non-employee/volunteer	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0
36	Felony controlled substance violation	0	0	0	0
37	Felony alcohol violation	0	0	0	0
46	Aggravated robbery	0	0	0	0
47	Manslaughter	0	0	0	0
48	Criminally negligent homicide	0	0	0	0
	Total Incidents	1	1	0	0
	Student Enrollment (Fall 2017 PEIMS Snapshot)	488	380	436	546
	Incident Rate	0.2%	0.3%	0.0%	0.0%

Disciplinary Action Reason Codes 11, 12, 13, 14, 16, 17, 18, 19, 29, 30, 31, 32, 36, 37, 46, 47 and 48 were the Codes used by TEA in identifying a "Persistently Dangerous School" under No Child Left Behind.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the Distict's webpage and at all campuses and at the District's Central Administrative Offices).

Cameron ISD
Annual Public Report
January 9, 2019

Information concerning school violence prevention and violence intervention policies and procedures the district is using to protect students

1. Addition of a school resource deputy to district staff
2. Addition of a family liaison to district staff
3. Ruby Payne Emotional Poverty Training
4. All schools equipped with electronic door locks
5. Raptor system for scanning driver's licenses on each   campus
6. Emergency drills

Texas High School Graduates from FY2016
Enrolled in Texas Public or Independent Higher Education in FY 2017

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
MILAM									
	CAMERON ISD								
	166901002	CAMERON YOE H S							
		Four-Year Public University	11	2	4	3	1	1	0
		Two-Year Public Colleges	41	11	6	7	8	7	2
		Independent Colleges & Universities	4						
		Not Trackable	2						
		Not Found	33						
		Total High School Graduates	91						
	MILANO ISD								
	166903001	MILANO H S							
		Four-Year Public University	5	0	1	3	1	0	0
		Two-Year Public Colleges	14	4	3	3	4	0	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	18						
		Total High School Graduates	38						
	ROCKDALE ISD								
	166904001	ROCKDALE H S							
		Four-Year Public University	15	3	1	3	4	4	0
		Two-Year Public Colleges	31	9	8	5	7	2	0
		Independent Colleges & Universities	4						
		Not Trackable	2						
		Not Found	51						
		Total High School Graduates	103						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.