

## Part (i): General Description of the Texas State Accountability System

- (I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;
- (II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;
- (III) the indicators used to meaningfully differentiate all public schools in the State;
- (IV) the State’s system for meaningfully differentiating all public schools in the State, including—
  - (aa) the specific weight of the indicators in such differentiation;
  - (bb) the methodology by which the State differentiates all such schools;
  - (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
  - (dd) the methodology by which the State identifies a school for comprehensive support and improvement;
- (V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;
- (VI) the exit criteria established by the State, including the length of years established.

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

*Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year:*

## Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020–21 school year. These results include all students tested, regardless of whether they were in the accountability subset.

## Part (iii)(I): Academic Growth

This section provides information on students’ academic growth for mathematics and reading/ELA for public elementary schools and secondary schools without a graduation rate, for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset.

*USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results for schools that are not high schools).*

## Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2020.

## Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2021 Texas English Language Proficiency Assessment System (TELPAS) data.

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

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

## Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

*USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (Progress toward meeting long-term goals and measurements of interim progress).*

## Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science.

## Part (viii): Civil Rights Data

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

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

## Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

## Part (x): Per-pupil Expenditure

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

*To be updated by June 30th, 2022.*

## Part (xi): STAAR Alternate 2 Participation

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

## Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

## Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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

## Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K-12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2019-20 school year.

## Parte (i): Descripción general del Sistema de Contabilidad del Estado de Texas

- (I) el número mínimo de estudiantes que el Estado determine que son necesarios para ser incluidos en cada uno de los subgrupos de estudiantes para su uso en el sistema de contabilidad;
- (II) las metas y mediciones a largo plazo del progreso interino para todos los estudiantes y para cada uno de los subgrupos de estudiantes;
- (III) los indicadores utilizados para diferenciar significativamente todas las escuelas públicas del Estado;
- (IV) el sistema del Estado para diferenciar significativamente todas las escuelas públicas del Estado, incluyendo
  - (aa) el peso específico de los indicadores en dicha diferenciación;
  - (bb) la metodología por la cual el Estado diferencia a todas esas escuelas;
  - (cc) la metodología por la cual el Estado diferencia a una escuela como consistentemente de bajo rendimiento para cualquier subgrupo de estudiantes; Y
  - (dd) la metodología por la cual el Estado identifica una escuela para apoyo y mejora integral;
- (V) el número y los nombres de todas las escuelas públicas del Estado identificadas por el Estado para apoyo y mejora integrales o la aplicación de planes específicos para apoyo y mejora;
- (VI) los criterios de salida establecidos por el Estado, incluida la duración de años establecidos.

*El 6 de abril de 2021, el Departamento de Educación de EE. UU. (USDE, por sus siglas en inglés) excluyó la responsabilidad, la identificación de escuelas, y requisitos de informes para el año escolar 2020-21. La exención incluye las disposiciones de las cartillas de calificaciones en la sección 1111 (h)(1)(C)(i)(I)-(IV) y (VI) (descripción del sistema de responsabilidad, que no sea la lista de escuelas de apoyo comprensiva, apoyo dirigido, y apoyo adicional dirigido específico).*

*Los campus identificados para recibir apoyo bajo la Ley Every Student Succeeds Act (ESSA) para el año escolar 2021-22:*

## Parte (ii): Logro Estudiantil por Nivel de Competencia

Esta sección proporciona información sobre el logro académico de los estudiantes en el examen STAAR (State of Texas Assessments of Academic Readiness por sus siglas en inglés) para matemáticas, ELA (Artes del lenguaje inglés)//lectura y ciencias por nivel de grado y nivel de competencia para el año escolar 2020–21. Estos resultados incluyen a todos los alumnos evaluados, independientemente de si estaban en el subconjunto de responsabilidades.

## Parte (iii) (I): Crecimiento académico

Esta sección proporciona información sobre el crecimiento académico de los estudiantes en las matemáticas y ELA (Artes del lenguaje inglés)/lectura para escuelas primarias públicas y escuelas secundarias que no tienen una tasa de graduación para el año escolar 2020-21. Estos resultados incluyen a todos los alumnos evaluados, independientemente de si estaban en el subconjunto de responsabilidades.

*El USDE excluyó los requisitos de informes en la Sección 1111(h)(1)(C)(iii)(I) (resultados de otros indicadores académicos para escuelas que no son escuelas secundarias).*

## Parte (iii) (II): Tasa de graduación

Esta sección proporciona información sobre las tasas de graduación de la escuela secundaria de la clase de 2020.

## Parte (iv): Dominio del idioma inglés

Esta sección proporciona información sobre el número y el porcentaje de estudiantes como aprendices de inglés (EL, por sus siglas en inglés) que logran el dominio del idioma inglés debido a datos del 2021 Texas English Language Proficiency Assessment System (TELPAS).

## Parte (v): Calidad escolar o éxito estudiantil (SQSS por sus siglas en inglés)

Esta sección proporciona información sobre el otro indicador de la calidad de la escuela o el éxito de los estudiantes, que es la preparación para la universidad, profesión y el servicio militar (CCMR por sus siglas en inglés) para las escuelas secundarias y la tasa de rendimiento promedio de los tres niveles de desempeño STAAR de todos los estudiantes, independientemente de si estaban en el subconjunto de rendición de cuentas, para las escuelas primarias y secundarias sin una tasa de graduación.

## Parte (vi): Estado de cumplimiento de metas

Esta sección proporciona información sobre el progreso de todos los estudiantes y cada grupo de estudiantes hacia el cumplimiento de las metas a largo plazo u objetivos provisionales sobre el rendimiento académico de STAAR, la tasa de graduación federal y el dominio del idioma de los estudiantes como aprendices de inglés.

*El USDE excluyó los requisitos de informes en la Sección 1111(h)(1)(C)(vi) (el progreso hacia el cumplimiento de las metas a largo plazo y las mediciones del progreso intermedio).*

## Parte (vii): Participación STAAR

Esta sección proporciona el porcentaje de estudiantes evaluados y no evaluados para matemáticas, ELA (Artes del lenguaje inglés)/lectura y ciencias.

## Parte (viii): Datos de derechos civiles

Parte (viii)(I) La sección proporciona información de las encuestas de la Colección de Datos de Derechos Civiles (CRDC, por sus siglas en inglés) 2017-18, presentadas por los distritos escolares a la Oficina de Derechos Civiles, sobre medidas de calidad escolar, clima y seguridad, incluidos los recuentos de suspensiones escolares, expulsiones, detenciones relacionadas con la escuela, denuncias a las autoridades, ausentismo crónico (incluyendo ausencias justificadas e injustificadas), incidencias de violencia, incluyendo abuso y acoso.

Parte (viii)(II) Esta sección proporciona información de las encuestas del CRDC 2017-18, enviadas por los distritos escolares a la Oficina de Derechos Civiles sobre el número de estudiantes inscritos en programas preescolares y cursos acelerados para obtener crédito postsecundario mientras todavía están en la escuela secundaria.

## Parte (ix): Datos de calidad de los maestros

Esta sección proporciona información sobre las cualificaciones profesionales de los maestros, incluida la información desglosada por las escuelas de alta y baja pobreza sobre el número y porcentaje de (I) maestros, directores y otros líderes escolares inexpertos; (II) maestros que enseñen con credenciales de emergencia o provisionales; y (III) maestros que no estén enseñando en la materia o campo para el cual el maestro está certificado o licenciado.

## Parte (x): Gasto por alumno

Esta sección proporciona información sobre los gastos por alumno de los fondos federales, estatales y locales, incluidos los gastos de personal y no de personal, desglosados por fuente de fondos, para cada distrito y plantel por el año fiscal anterior.

*Se actualizará antes del 30 de junio de 2022.*

## Parte (xi): Participación en STAAR Alternate 2

Esta sección proporciona información sobre el número y porcentaje de estudiantes con las discapacidades cognitivas más significativas que toman STAAR Alternate 2, por grado y materia para el año escolar 2020-21.

## Parte (xii): Evaluación Nacional Estatal del Progreso Educativo (NAEP por sus siglas en inglés)

Esta sección proporciona resultados sobre las evaluaciones académicas estatales en lectura y matemáticas en los grados 4 y 8 de la Evaluación Nacional del Progreso Educativo, en comparación con el promedio nacional de dichos resultados del 2019.

## **Parte (xiii): Tasa de grupos de graduados inscritos en educación postsecundaria**

Esta sección proporciona información sobre la tasa de grupo a la que los estudiantes que se graduaron de la escuela secundaria en el año 2018-19 que se inscribieron en el año académico 2019-20 en (I) una institución pública de educación postsecundaria en Texas; (II) una institución privada de educación postsecundaria en Texas; y (III) una institución de educación postsecundaria fuera de Texas.

## **Parte (xiv): Información Adicional – Ausentismo Crónico**

Esta sección proporciona información sobre el ausentismo crónico según la definición de ED Facts: porcentaje de la cantidad no duplicada de estudiantes K-12 inscritos en una escuela por al menos 10 días y ausentes por 10% o más días durante el año escolar 2019-20.

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**Part (i): Description of State Accountability System**

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

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

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

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

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

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

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

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

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

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

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

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

**Part (ii): Student Achievement by Proficiency Level**

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>End of Course</b>																						
English I	All Students	66%	69%	<b>69%</b>	40%	74%	67%	-	*	-	*	62%	84%	45%	72%	64%	62%	79%	*	*	-	-
	CWD	30%	45%	<b>45%</b>	*	*	40%	-	*	-	*	50%	*	45%	-	*	40%	50%	-	-	-	-
	CWOD	70%	72%	<b>72%</b>	*	75%	71%	-	-	-	*	64%	89%	-	72%	67%	64%	85%	*	*	-	-
	EL	34%	64%	<b>64%</b>	-	64%	-	-	-	-	-	58%	*	*	67%	64%	50%	75%	-	-	-	-
	Male	61%	62%	<b>62%</b>	*	67%	63%	-	-	-	*	54%	78%	40%	64%	50%	62%	-	*	*	-	-
	Female	72%	79%	<b>79%</b>	*	81%	77%	-	*	-	*	73%	92%	50%	85%	75%	-	79%	-	-	-	-
English II	All Students	70%	81%	<b>81%</b>	*	84%	84%	*	*	-	*	81%	83%	50%	85%	50%	80%	83%	*	-	-	-
	CWD	32%	50%	<b>50%</b>	-	*	*	-	-	-	-	60%	*	50%	-	*	*	50%	-	-	-	-
	CWOD	74%	85%	<b>85%</b>	*	89%	87%	*	*	-	*	83%	90%	-	85%	63%	82%	89%	*	-	-	-
	EL	34%	50%	<b>50%</b>	-	56%	-	*	-	-	-	50%	-	*	63%	50%	*	50%	*	-	-	-
	Male	65%	80%	<b>80%</b>	-	81%	82%	-	-	-	*	83%	73%	*	82%	*	80%	-	*	-	-	-



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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	Female	76%	83%	<b>83%</b>	*	87%	86%	*	*	-	*	79%	92%	50%	89%	50%	-	83%	*	-	-	-
Algebra I	All Students	72%	87%	<b>87%</b>	*	89%	84%	-	*	-	*	85%	89%	70%	89%	83%	86%	88%	-	*	-	-
	CWD	44%	70%	<b>70%</b>	*	*	80%	-	*	-	*	57%	*	70%	-	*	*	67%	-	-	-	-
	CWOD	75%	89%	<b>89%</b>	*	92%	85%	-	-	-	*	90%	88%	-	89%	90%	87%	93%	-	*	-	-
	EL	54%	83%	<b>83%</b>	-	83%	-	-	-	-	-	90%	*	*	90%	83%	100%	71%	-	-	-	-
	Male	68%	86%	<b>86%</b>	*	95%	79%	-	-	-	*	84%	88%	*	87%	100%	86%	-	-	*	-	-
	Female	76%	88%	<b>88%</b>	*	84%	100%	-	*	-	*	87%	91%	67%	93%	71%	-	88%	-	-	-	-
Biology	All Students	81%	84%	<b>84%</b>	*	82%	86%	-	*	-	*	86%	81%	59%	90%	65%	80%	89%	-	*	-	-
	CWD	52%	59%	<b>59%</b>	*	50%	57%	-	*	-	*	58%	60%	59%	-	*	33%	73%	-	-	-	-
	CWOD	84%	90%	<b>90%</b>	*	87%	91%	-	-	-	*	92%	85%	-	90%	77%	87%	94%	-	*	-	-
	EL	56%	65%	<b>65%</b>	-	65%	-	-	-	-	-	67%	*	*	77%	65%	71%	60%	-	-	-	-
	Male	79%	80%	<b>80%</b>	*	85%	79%	-	-	-	*	85%	72%	33%	87%	71%	80%	-	-	*	-	-
	Female	83%	89%	<b>89%</b>	*	79%	100%	-	*	-	*	87%	93%	73%	94%	60%	-	89%	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>End of Course</b>																						
English I	All Students	49%	50%	<b>50%</b>	40%	48%	51%	-	*	-	*	41%	68%	36%	52%	29%	44%	59%	*	*	-	-
	CWD	19%	36%	<b>36%</b>	*	*	40%	-	*	-	*	38%	*	36%	-	*	40%	33%	-	-	-	-
	CWOD	53%	52%	<b>52%</b>	*	50%	53%	-	-	-	*	42%	71%	-	52%	33%	44%	64%	*	*	-	-
	EL	16%	29%	<b>29%</b>	-	29%	-	-	-	-	-	33%	*	*	33%	29%	17%	38%	-	-	-	-
	Male	44%	44%	<b>44%</b>	*	43%	47%	-	-	-	*	35%	61%	40%	44%	17%	44%	-	*	*	-	-
	Female	55%	59%	<b>59%</b>	*	52%	62%	-	*	-	*	50%	77%	33%	64%	38%	-	59%	-	-	-	-
English II	All Students	57%	64%	<b>64%</b>	*	58%	70%	*	*	-	*	65%	63%	38%	67%	30%	58%	71%	*	-	-	-
	CWD	22%	38%	<b>38%</b>	-	*	*	-	-	-	-	40%	*	38%	-	*	*	50%	-	-	-	-
	CWOD	60%	67%	<b>67%</b>	*	59%	74%	*	*	-	*	67%	67%	-	67%	38%	61%	74%	*	-	-	-
	EL	18%	30%	<b>30%</b>	-	33%	-	*	-	-	-	30%	-	*	38%	30%	*	33%	*	-	-	-
	Male	51%	58%	<b>58%</b>	-	50%	64%	-	-	-	*	62%	45%	*	61%	*	58%	-	*	-	-	-
	Female	63%	71%	<b>71%</b>	*	67%	76%	*	*	-	*	68%	77%	50%	74%	33%	-	71%	*	-	-	-
Algebra I	All Students	40%	63%	<b>63%</b>	*	63%	61%	-	*	-	*	62%	64%	40%	66%	50%	59%	68%	-	*	-	-
	CWD	20%	40%	<b>40%</b>	*	*	40%	-	*	-	*	43%	*	40%	-	*	*	33%	-	-	-	-
	CWOD	42%	66%	<b>66%</b>	*	67%	64%	-	-	-	*	65%	68%	-	66%	60%	60%	75%	-	*	-	-
	EL	20%	50%	<b>50%</b>	-	50%	-	-	-	-	-	60%	*	*	60%	50%	60%	43%	-	-	-	-
	Male	38%	59%	<b>59%</b>	*	63%	57%	-	-	-	*	56%	65%	*	60%	60%	59%	-	-	*	-	-
	Female	43%	68%	<b>68%</b>	*	63%	70%	-	*	-	*	70%	64%	33%	75%	43%	-	68%	-	-	-	-
Biology	All Students	54%	52%	<b>52%</b>	*	50%	57%	-	*	-	*	44%	66%	29%	56%	29%	49%	55%	-	*	-	-
	CWD	25%	29%	<b>29%</b>	*	17%	29%	-	*	-	*	25%	40%	29%	-	*	17%	36%	-	-	-	-
	CWOD	57%	56%	<b>56%</b>	*	55%	63%	-	-	-	*	49%	70%	-	56%	38%	53%	61%	-	*	-	-
	EL	21%	29%	<b>29%</b>	-	29%	-	-	-	-	-	33%	*	*	38%	29%	29%	30%	-	-	-	-
	Male	52%	49%	<b>49%</b>	*	50%	54%	-	-	-	*	42%	61%	17%	53%	29%	49%	-	-	*	-	-
	Female	55%	55%	<b>55%</b>	*	50%	64%	-	*	-	*	47%	71%	36%	61%	30%	-	55%	-	-	-	-

**STAAR Percent at Masters Grade Level**

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
<b>End of Course</b>																							
English I	All Students	12%	10%	<b>10%</b>	0%	7%	12%	-	*	-	*	6%	16%	9%	10%	0%	0%	23%	*	*	-	-	
	CWD	4%	9%	<b>9%</b>	*	*	0%	-	*	-	*	13%	*	9%	-	*	0%	17%	-	-	-	-	
	CWOD	13%	10%	<b>10%</b>	*	8%	13%	-	-	-	*	5%	18%	-	10%	0%	0%	24%	*	*	-	-	
	EL	1%	0%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	9%	0%	<b>0%</b>	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	*	-	-
	Female	15%	23%	<b>23%</b>	*	14%	38%	-	*	-	*	15%	38%	17%	24%	0%	-	23%	-	-	-	-	-
English II	All Students	11%	5%	<b>5%</b>	*	3%	7%	*	*	-	*	4%	8%	0%	5%	0%	3%	7%	*	-	-	-	
	CWD	5%	0%	<b>0%</b>	-	*	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-	
	CWOD	11%	5%	<b>5%</b>	*	4%	8%	*	*	-	*	4%	10%	-	5%	0%	3%	9%	*	-	-	-	
	EL	1%	0%	<b>0%</b>	-	0%	-	*	-	-	-	0%	-	*	0%	0%	*	0%	*	-	-	-	-
	Male	8%	3%	<b>3%</b>	-	6%	0%	-	-	-	*	3%	0%	*	3%	*	3%	-	*	-	-	-	-
	Female	14%	7%	<b>7%</b>	*	0%	14%	*	*	-	*	4%	15%	0%	9%	0%	-	7%	*	-	-	-	-
Algebra I	All Students	23%	36%	<b>36%</b>	*	47%	29%	-	*	-	*	33%	43%	10%	40%	33%	31%	44%	-	*	-	-	
	CWD	8%	10%	<b>10%</b>	*	*	0%	-	*	-	*	0%	*	10%	-	*	*	17%	-	-	-	-	
	CWOD	24%	40%	<b>40%</b>	*	50%	33%	-	-	-	*	38%	44%	-	40%	40%	33%	50%	-	*	-	-	
	EL	9%	33%	<b>33%</b>	-	33%	-	-	-	-	-	40%	*	*	40%	33%	20%	43%	-	-	-	-	
	Male	21%	31%	<b>31%</b>	*	42%	25%	-	-	-	*	25%	41%	*	33%	20%	31%	-	-	*	-	-	
	Female	25%	44%	<b>44%</b>	*	53%	40%	-	*	-	*	43%	45%	17%	50%	43%	-	44%	-	-	-	-	
Biology	All Students	21%	17%	<b>17%</b>	*	14%	21%	-	*	-	*	10%	31%	12%	18%	0%	16%	18%	-	*	-	-	
	CWD	7%	12%	<b>12%</b>	*	17%	0%	-	*	-	*	8%	20%	12%	-	*	0%	18%	-	-	-	-	
	CWOD	23%	18%	<b>18%</b>	*	13%	26%	-	-	-	*	10%	33%	-	18%	0%	18%	18%	-	*	-	-	
	EL	4%	0%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	21%	16%	<b>16%</b>	*	15%	18%	-	-	-	*	9%	28%	0%	18%	0%	16%	-	-	*	-	-	
	Female	22%	18%	<b>18%</b>	*	13%	29%	-	*	-	*	10%	36%	18%	18%	0%	-	18%	-	-	-	-	
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>All Grades</b>																							
All Subjects	All Students	67%	76%	<b>80%</b>	62%	82%	80%	*	*	-	77%	78%	84%	57%	84%	66%	77%	84%	80%	*	-	-	
	CWD	38%	40%	<b>57%</b>	20%	50%	57%	-	*	-	*	56%	57%	57%	-	30%	47%	62%	-	-	-	-	
	CWOD	71%	81%	<b>84%</b>	88%	85%	83%	*	*	-	70%	82%	88%	-	84%	74%	80%	89%	80%	*	-	-	
	EL	47%	63%	<b>66%</b>	-	67%	-	*	-	-	-	66%	67%	30%	74%	66%	68%	65%	*	-	-	-	
	Male	65%	75%	<b>77%</b>	50%	82%	75%	-	-	-	60%	76%	78%	47%	80%	68%	77%	-	*	*	-	-	
	Female	69%	78%	<b>84%</b>	71%	83%	88%	*	*	-	88%	81%	91%	62%	89%	65%	-	84%	*	-	-	-	
Reading	All Students	68%	76%	<b>75%</b>	50%	78%	76%	*	*	-	50%	71%	84%	47%	78%	58%	69%	81%	80%	*	-	-	
	CWD	35%	39%	<b>47%</b>	*	50%	44%	-	*	-	*	54%	33%	47%	-	*	43%	50%	-	-	-	-	
	CWOD	72%	80%	<b>78%</b>	*	81%	79%	*	*	-	40%	73%	90%	-	78%	65%	72%	87%	80%	*	-	-	
	EL	46%	56%	<b>58%</b>	-	61%	-	*	-	-	-	55%	*	*	65%	58%	50%	64%	*	-	-	-	
	Male	63%	72%	<b>69%</b>	*	73%	71%	-	-	-	*	67%	76%	43%	72%	50%	69%	-	*	*	-	-	
	Female	72%	79%	<b>81%</b>	*	83%	82%	*	*	-	*	76%	92%	50%	87%	64%	-	81%	*	-	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	65%	79%	<b>87%</b>	*	90%	83%	-	*	-	*	86%	87%	70%	89%	83%	87%	86%	-	*	-	-
	CWD	39%	40%	<b>70%</b>	*	*	80%	-	*	-	*	57%	*	70%	-	*	*	67%	-	-	-	-
	CWOD	68%	83%	<b>89%</b>	*	92%	83%	-	-	-	*	90%	86%	-	89%	90%	88%	90%	-	*	-	-
	EL	49%	72%	<b>83%</b>	-	83%	-	-	-	-	-	90%	*	*	90%	83%	100%	71%	-	-	-	-
	Male	65%	78%	<b>87%</b>	*	95%	79%	-	-	-	*	85%	89%	*	88%	100%	87%	-	-	*	-	-
	Female	65%	79%	<b>86%</b>	*	85%	92%	-	*	-	*	88%	85%	67%	90%	71%	-	86%	-	-	-	-
Science	All Students	70%	74%	<b>84%</b>	*	82%	86%	-	*	-	*	86%	81%	59%	90%	65%	80%	89%	-	*	-	-
	CWD	42%	42%	<b>59%</b>	*	50%	57%	-	*	-	*	58%	60%	59%	-	*	33%	73%	-	-	-	-
	CWOD	74%	81%	<b>90%</b>	*	87%	91%	-	-	-	*	92%	85%	-	90%	77%	87%	94%	-	*	-	-
	EL	47%	61%	<b>65%</b>	-	65%	-	-	-	-	-	67%	*	*	77%	65%	71%	60%	-	-	-	-
	Male	70%	75%	<b>80%</b>	*	85%	79%	-	-	-	*	85%	72%	33%	87%	71%	80%	-	-	*	-	-
	Female	71%	73%	<b>89%</b>	*	79%	100%	-	*	-	*	87%	93%	73%	94%	60%	-	89%	-	-	-	-
SAT/ACT All Subjects	All Students	95%	83%	<b>83%</b>	-	*	*	-	-	-	-	*	*	-	83%	-	*	*	-	-	-	-
	CWD	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	95%	83%	<b>83%</b>	-	*	*	-	-	-	-	*	*	-	83%	-	*	*	-	-	-	-
	EL	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	95%	*	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	94%	*	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	41%	47%	<b>56%</b>	38%	54%	59%	*	*	-	54%	52%	64%	35%	59%	34%	52%	61%	60%	*	-	-
	CWD	21%	22%	<b>35%</b>	0%	21%	33%	-	*	-	*	34%	36%	35%	-	0%	29%	38%	-	-	-	-
	CWOD	44%	51%	<b>59%</b>	63%	57%	63%	*	*	-	40%	55%	68%	-	59%	42%	54%	67%	60%	*	-	-
	EL	20%	26%	<b>34%</b>	-	35%	-	*	-	-	-	38%	0%	0%	42%	34%	32%	35%	*	-	-	-
	Male	40%	46%	<b>52%</b>	17%	51%	55%	-	-	-	40%	48%	60%	29%	54%	32%	52%	-	*	*	-	-
	Female	42%	48%	<b>61%</b>	57%	56%	67%	*	*	-	63%	57%	70%	38%	67%	35%	-	61%	*	-	-	-
Reading	All Students	44%	48%	<b>57%</b>	50%	52%	60%	*	*	-	50%	53%	65%	37%	59%	29%	49%	65%	60%	*	-	-
	CWD	20%	23%	<b>37%</b>	*	33%	33%	-	*	-	*	38%	33%	37%	-	*	29%	42%	-	-	-	-
	CWOD	47%	51%	<b>59%</b>	*	54%	64%	*	*	-	40%	54%	69%	-	59%	35%	51%	69%	60%	*	-	-
	EL	20%	23%	<b>29%</b>	-	30%	-	*	-	-	-	32%	*	*	35%	29%	20%	36%	*	-	-	-
	Male	40%	44%	<b>49%</b>	*	46%	54%	-	-	-	*	47%	55%	29%	51%	20%	49%	-	*	*	-	-
	Female	48%	52%	<b>65%</b>	*	58%	71%	*	*	-	*	59%	77%	42%	69%	36%	-	65%	*	-	-	-
Mathematics	All Students	37%	48%	<b>61%</b>	*	61%	59%	-	*	-	*	60%	61%	40%	63%	50%	60%	62%	-	*	-	-
	CWD	21%	21%	<b>40%</b>	*	*	40%	-	*	-	*	43%	*	40%	-	*	*	33%	-	-	-	-
	CWOD	39%	52%	<b>63%</b>	*	64%	61%	-	-	-	*	63%	64%	-	63%	60%	60%	68%	-	*	-	-
	EL	20%	33%	<b>50%</b>	-	50%	-	-	-	-	-	60%	*	*	60%	50%	60%	43%	-	-	-	-
	Male	37%	50%	<b>60%</b>	*	62%	59%	-	-	-	*	56%	67%	*	60%	60%	60%	-	-	*	-	-
	Female	36%	47%	<b>62%</b>	*	60%	58%	-	*	-	*	67%	54%	33%	68%	43%	-	62%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	43%	43%	<b>52%</b>	*	50%	57%	-	*	-	*	44%	66%	29%	56%	29%	49%	55%	-	*	-	-	
	CWD	22%	21%	<b>29%</b>	*	17%	29%	-	*	-	*	25%	40%	29%	-	*	17%	36%	-	-	-	-	
	CWOD	46%	47%	<b>56%</b>	*	55%	63%	-	-	-	*	49%	70%	-	56%	38%	53%	61%	-	*	-	-	
	EL	17%	17%	<b>29%</b>	-	29%	-	-	-	-	-	33%	*	*	38%	29%	29%	30%	-	-	-	-	
	Male	44%	45%	<b>49%</b>	*	50%	54%	-	-	-	*	42%	61%	17%	53%	29%	49%	-	-	*	-	-	
	Female	42%	40%	<b>55%</b>	*	50%	64%	-	*	-	*	47%	71%	36%	61%	30%	-	55%	-	-	-	-	
SAT/ACT All Subjects	All Students	69%	33%	<b>33%</b>	-	*	*	-	-	-	-	*	*	-	33%	-	*	*	-	-	-	-	
	CWD	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	69%	33%	<b>33%</b>	-	*	*	-	-	-	-	*	*	-	33%	-	*	*	-	-	-	-	
	EL	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	73%	*	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-	
	Female	65%	*	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-	
<b>STAAR Percent at Masters Grade Level</b>																							
<b>All Grades</b>																							
All Subjects	All Students	18%	17%	<b>17%</b>	0%	18%	17%	*	*	-	8%	12%	25%	9%	18%	8%	13%	22%	0%	*	-	-	
	CWD	7%	8%	<b>9%</b>	0%	7%	0%	-	*	-	*	6%	14%	9%	-	0%	0%	14%	-	-	-	-	
	CWOD	19%	19%	<b>18%</b>	0%	19%	20%	*	*	-	0%	13%	27%	-	18%	9%	14%	23%	0%	*	-	-	
	EL	7%	5%	<b>8%</b>	-	8%	-	*	-	-	-	9%	0%	0%	9%	8%	5%	10%	*	-	-	-	
	Male	17%	15%	<b>13%</b>	0%	15%	12%	-	-	-	0%	9%	20%	0%	14%	5%	13%	-	-	*	*	-	-
	Female	19%	20%	<b>22%</b>	0%	20%	27%	*	*	-	13%	17%	32%	14%	23%	10%	-	22%	*	-	-	-	
Reading	All Students	18%	16%	<b>7%</b>	0%	5%	9%	*	*	-	17%	5%	13%	5%	8%	0%	1%	15%	0%	*	-	-	
	CWD	6%	8%	<b>5%</b>	*	0%	0%	-	*	-	*	8%	0%	5%	-	*	0%	8%	-	-	-	-	
	CWOD	20%	17%	<b>8%</b>	*	6%	10%	*	*	-	0%	5%	14%	-	8%	0%	1%	16%	0%	*	-	-	
	EL	7%	3%	<b>0%</b>	-	0%	-	*	-	-	-	0%	*	*	0%	0%	0%	0%	*	-	-	-	
	Male	16%	11%	<b>1%</b>	*	3%	0%	-	-	-	*	2%	0%	0%	1%	0%	1%	-	-	*	*	-	-
	Female	21%	22%	<b>15%</b>	*	8%	24%	*	*	-	*	9%	27%	8%	16%	0%	-	15%	*	-	-	-	
Mathematics	All Students	17%	19%	<b>35%</b>	*	44%	29%	-	*	-	*	31%	42%	10%	38%	33%	31%	41%	-	*	-	-	
	CWD	8%	6%	<b>10%</b>	*	*	0%	-	*	-	*	0%	*	10%	-	*	*	17%	-	-	-	-	
	CWOD	18%	21%	<b>38%</b>	*	46%	33%	-	-	-	*	35%	43%	-	38%	40%	33%	45%	-	*	-	-	
	EL	8%	9%	<b>33%</b>	-	33%	-	-	-	-	-	40%	*	*	40%	33%	20%	43%	-	-	-	-	
	Male	18%	19%	<b>31%</b>	*	38%	28%	-	-	-	*	24%	44%	*	33%	20%	31%	-	-	*	-	-	
	Female	16%	19%	<b>41%</b>	*	50%	33%	-	*	-	*	42%	38%	17%	45%	43%	-	41%	-	-	-	-	
Science	All Students	19%	16%	<b>17%</b>	*	14%	21%	-	*	-	*	10%	31%	12%	18%	0%	16%	18%	-	*	-	-	
	CWD	8%	9%	<b>12%</b>	*	17%	0%	-	*	-	*	8%	20%	12%	-	*	0%	18%	-	-	-	-	
	CWOD	20%	17%	<b>18%</b>	*	13%	26%	-	-	-	*	10%	33%	-	18%	0%	18%	18%	-	*	-	-	
	EL	4%	0%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	
	Male	20%	17%	<b>16%</b>	*	15%	18%	-	-	-	*	9%	28%	0%	18%	0%	16%	-	-	*	-	-	
	Female	18%	15%	<b>18%</b>	*	13%	29%	-	*	-	*	10%	36%	18%	18%	0%	-	18%	-	-	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
SAT/ACT All Subjects	All Students	14%	17%	17%	-	*	*	-	-	-	-	*	*	-	17%	-	*	*	-	-	-	-
	CWD	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	14%	17%	17%	-	*	*	-	-	-	-	*	*	-	17%	-	*	*	-	-	-	-
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	18%	*	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	11%	*	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-

- Indicates there are no students in the group.

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

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

*USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results for schools that are not high schools) for the 2020-21 school year.*

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2020.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2020</b>													
All Students	98.4%	*	100.0%	97.3%	-	*	-	*	97.6%	*	*	*	-
CWD	*	*	*	*	-	-	-	-	*	*	-	-	-
CWOD	98.3%	-	100.0%	97.1%	-	*	-	*	97.3%	-	*	*	-
EL ◇	*	-	*	-	-	-	-	-	*	-	*	-	-
Male	97.4%	*	100.0%	95.5%	-	*	-	*	96.6%	*	*	-	-
Female	100.0%	-	100.0%	100.0%	-	*	-	*	100.0%	*	-	*	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

### Part (iv): English Language Proficiency

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This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2021 Texas English Language Proficiency Assessment System (TELPAS) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
◇	◇	◇

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	51	33	51	52	*	*	-	46	47	34	36
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	66%	*	61%	66%	-	*	-	*	59%	*	*

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

**Part (vi): Goal Meeting Status**

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

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

**Part (vii): STAAR Participation**

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

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																		
<b>All Subjects</b>	All Students	98%	87%	98%	99%	*	100%	-	100%	97%	100%	98%	98%	100%	99%	98%	100%	
	CWD	98%	83%	100%	100%	-	*	-	*	97%	100%	98%	-	100%	94%	100%	-	
	CWOD	98%	89%	98%	99%	*	*	-	100%	97%	100%	-	98%	100%	99%	97%	100%	
	EL	100%	-	100%	-	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	Male	99%	86%	99%	99%	-	-	-	100%	98%	100%	94%	99%	100%	99%	100%	-	*
	Female	98%	88%	98%	98%	*	100%	-	100%	96%	100%	100%	97%	100%	-	98%	-	*
<b>Reading</b>	All Students	99%	86%	100%	100%	*	*	-	100%	99%	100%	100%	99%	100%	100%	99%	100%	
	CWD	100%	*	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-	
	CWOD	99%	80%	100%	100%	*	*	-	100%	99%	100%	-	99%	100%	100%	99%	100%	
	EL	100%	-	100%	-	*	*	-	-	100%	*	100%	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-	*
	Female	99%	*	100%	100%	*	*	-	*	98%	100%	100%	99%	100%	-	99%	-	*
<b>Mathematics</b>	All Students	96%	*	93%	100%	-	*	-	*	94%	100%	91%	96%	100%	96%	95%	-	
	CWD	91%	*	*	100%	-	*	-	*	88%	*	91%	-	*	80%	100%	-	
	CWOD	96%	*	93%	100%	-	-	-	*	94%	100%	-	96%	100%	98%	94%	-	
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	100%	-
	Male	96%	*	95%	100%	-	-	-	*	94%	100%	80%	98%	100%	96%	-	-	
	Female	95%	*	91%	100%	-	*	-	*	92%	100%	100%	94%	100%	-	95%	-	
<b>Science</b>	All Students	98%	*	100%	95%	-	*	-	*	97%	100%	100%	98%	100%	98%	98%	-	
	CWD	100%	*	100%	100%	-	*	-	*	100%	100%	100%	-	*	100%	100%	-	
	CWOD	98%	*	100%	95%	-	-	-	*	96%	100%	-	98%	100%	98%	97%	-	
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	100%	-
	Male	98%	*	100%	97%	-	-	-	*	97%	100%	100%	98%	100%	98%	-	-	
	Female	98%	*	100%	93%	-	*	-	*	97%	100%	100%	97%	100%	-	98%	-	
<b>SAT/ACT All Subjects</b>	All Students	67%	-	50%	*	-	-	-	-	50%	*	-	67%	-	*	60%	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	67%	-	50%	*	-	-	-	-	50%	*	-	67%	-	*	60%	-	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	
	Female	60%	-	*	*	-	-	-	-	*	*	-	60%	-	-	60%	-	
<b>Non-Participation Rate</b>																		
<b>All Subjects</b>	All Students	2%	13%	2%	1%	*	0%	-	0%	3%	0%	2%	2%	0%	1%	2%	0%	
	CWD	2%	17%	0%	0%	-	*	-	*	3%	0%	2%	-	0%	6%	0%	-	
	CWOD	2%	11%	2%	1%	*	*	-	0%	3%	0%	-	2%	0%	1%	3%	0%	
	EL	0%	-	0%	-	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	Male	1%	14%	1%	1%	-	-	-	0%	2%	0%	6%	1%	0%	1%	-	-	*

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>All Subjects</b>	Female	2%	12%	2%	2%	*	0%	-	0%	4%	0%	0%	3%	0%	-	2%	*	
<b>Reading</b>	All Students	1%	14%	0%	0%	*	*	-	0%	1%	0%	0%	1%	0%	0%	1%	0%	
	CWD	0%	*	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	1%	20%	0%	0%	*	*	-	0%	1%	0%	-	1%	0%	0%	1%	0%	
	EL	0%	-	0%	-	*	*	-	-	0%	*	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	*
	Female	1%	*	0%	0%	*	*	-	*	2%	0%	0%	1%	0%	-	1%	*	
<b>Mathematics</b>	All Students	4%	*	7%	0%	-	*	-	*	6%	0%	9%	4%	0%	4%	5%	-	
	CWD	9%	*	*	0%	-	*	-	*	12%	*	9%	-	*	20%	0%	-	
	CWOD	4%	*	7%	0%	-	-	-	*	6%	0%	-	4%	0%	2%	6%	-	
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	
	Male	4%	*	5%	0%	-	-	-	*	6%	0%	20%	2%	0%	4%	-	-	
	Female	5%	*	9%	0%	-	*	-	*	8%	0%	0%	6%	0%	-	5%	-	
<b>Science</b>	All Students	2%	*	0%	5%	-	*	-	*	3%	0%	0%	2%	0%	2%	2%	-	
	CWD	0%	*	0%	0%	-	*	-	*	0%	0%	0%	-	*	0%	0%	-	
	CWOD	2%	*	0%	5%	-	-	-	*	4%	0%	-	2%	0%	2%	3%	-	
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	
	Male	2%	*	0%	3%	-	-	-	*	3%	0%	0%	2%	0%	2%	-	-	
	Female	2%	*	0%	7%	-	*	-	*	3%	0%	0%	3%	0%	-	2%	-	
<b>SAT/ACT All Subjects</b>	All Students	33%	-	50%	*	-	-	-	-	50%	*	-	33%	-	*	40%	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	33%	-	50%	*	-	-	-	-	50%	*	-	33%	-	*	40%	-	
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	
	Female	40%	-	*	*	-	-	-	-	*	*	-	40%	-	-	40%	-	

- Indicates there are no students in the group.

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

**Part (viii): Civil Rights Data**

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



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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	5	1	2	2	0	0	0	0	1		27
	Female	1	1	0	0	0	0	0	0	0		11
	Total	6	2	2	2	0	0	0	0	1		38
<b>Out-of-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	3	1	0	2	0	0	0	0	0		5
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	1	0	2	0	0	0	0	0		5
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	28	1	9	15	-8	-8	-8	3	-8	3	-8
	Female	17	-8	4	13	-8	-8	-8	-8	1	3	-8
	Total	45	1	13	28	-8	-8	-8	3	1	6	-8

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

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	2	0	1	1	0	0	0	0	0	0
	Female	6	0	2	4	0	0	0	0	0	0
	Total	8	0	3	5	0	0	0	0	0	0
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	13	0	3	10	0	0	0	0	0	0
	Female	21	0	8	11	0	0	0	2	0	0
	Total	34	0	11	21	0	0	0	2	0	0

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

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

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**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.0	10.3%
Teachers Teaching with Emergency or Provisional Credentials	2.0	7.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	5.6	20.7%

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

**Part (x): Per-pupil Expenditure**

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

*To be updated by June 30th, 2022.*

**Part (xi): STAAR Alternate 2 Participation**

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	4,581	1%	-	-	-	-
<b>Grade 8</b>						
Reading	4,513	1%	*	1%	-	-
Mathematics	4,507	1%	*	1%	-	-
Science	4,492	1%	*	1%	-	-
<b>End of Course</b>						
English I	4,504	1%	*	4%	*	4%
English II	4,092	1%	*	1%	*	1%
Algebra I	4,514	1%	*	5%	*	5%
Biology	4,424	1%	*	4%	*	4%
<b>All Grades</b>						
All Subjects	85,481	1%	24	2%	13	4%
Reading	37,771	1%	9	2%	5	3%
Mathematics	33,664	1%	8	2%	*	4%
Science	14,046	1%	7	3%	*	4%

- Indicates there are no students in the group.

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

### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

\* Indicates reporting standards not met.

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

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

### Part (xiii): Post-Secondary Enrollment

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	42%	*	26%	57%	-	-	-	*	36%	*	-
In-State Private Institutions	*	-	-	*	-	-	-	*	*	-	-
Out-of-State Institutions	*	-	*	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

### Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2019-20 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	11.8%	18.2%	7.1%	15.3%	-	0.0%	-	10.0%	11.2%	20.0%	7.7%

- Indicates there are no students in the group.

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