



Trivium Academy

Annual Report

2019-20

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SECTION 1

Texas Academic Performance Report (TAPR)

The Texas Academic Performance Report (TAPR) combines details of district and campus academic performance with financial reports and information about staff, programs, and demographics. It also includes notice of the special education compliance status for the district.

The TAPR for Trivium Academy is included in this section of the Annual Report, but it can also be accessed from either the district's website at www.triviumacademytx.com or the Texas Education Agency (TEA) website at <https://tea.texas.gov/perfreport/tapr/index.html>

2019-20 Texas Academic Performance Report

District Name: **TRIVIUM ACADEMY**

Campus Name: **TRIVIUM ACADEMY**

Campus Number: **061805001**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

This school is a Charter School.

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	89%	89%	80%	76%	97%	-	90%	*	-	50%	-	91%	88%	*	67%
	2018	77%	81%	81%	-	71%	87%	-	*	-	*	60%	*	-	81%	*	*
At Meets Grade Level or Above	2019	45%	59%	59%	40%	47%	73%	-	50%	*	-	33%	-	59%	59%	*	33%
	2018	43%	53%	53%	-	43%	63%	-	*	-	*	40%	*	-	53%	*	*
At Masters Grade Level	2019	27%	42%	42%	20%	29%	55%	-	40%	*	-	0%	-	47%	38%	*	33%
	2018	25%	37%	37%	-	29%	43%	-	*	-	*	20%	*	-	37%	*	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	83%	83%	60%	65%	91%	-	100%	*	-	33%	-	91%	76%	*	83%
	2018	78%	79%	79%	-	57%	87%	-	*	-	*	40%	*	-	79%	*	*
At Meets Grade Level or Above	2019	49%	58%	58%	20%	53%	61%	-	70%	*	-	0%	-	56%	59%	*	33%
	2018	47%	56%	56%	-	43%	63%	-	*	-	*	40%	*	-	56%	*	*
At Masters Grade Level	2019	25%	27%	27%	20%	24%	30%	-	30%	*	-	0%	-	25%	29%	*	17%
	2018	23%	40%	40%	-	14%	47%	-	*	-	*	40%	*	-	40%	*	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	82%	82%	-	75%	90%	-	*	-	*	60%	*	-	82%	-	*
	2018	73%	92%	92%	*	83%	92%	-	100%	*	*	67%	*	-	92%	-	*
At Meets Grade Level or Above	2019	44%	58%	58%	-	63%	58%	-	*	-	*	20%	*	-	58%	-	*
	2018	46%	64%	64%	*	33%	64%	-	92%	*	*	50%	*	-	64%	-	*
At Masters Grade Level	2019	22%	38%	38%	-	50%	42%	-	*	-	*	20%	*	-	38%	-	*
	2018	24%	38%	38%	*	17%	38%	-	50%	*	*	17%	*	-	38%	-	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	82%	82%	-	75%	87%	-	*	-	*	40%	*	-	82%	-	*
	2018	78%	92%	92%	*	83%	95%	-	100%	*	*	67%	*	-	92%	-	*
At Meets Grade Level or Above	2019	48%	58%	58%	-	38%	68%	-	*	-	*	20%	*	-	58%	-	*
	2018	49%	70%	70%	*	67%	67%	-	92%	*	*	0%	*	-	70%	-	*
At Masters Grade Level	2019	28%	42%	42%	-	38%	48%	-	*	-	*	20%	*	-	42%	-	*
	2018	27%	48%	48%	*	17%	49%	-	67%	*	*	0%	*	-	48%	-	*
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	80%	80%	-	75%	84%	-	*	-	*	20%	*	-	80%	-	*
	2018	63%	75%	75%	*	83%	76%	-	83%	*	*	17%	*	-	75%	-	*
At Meets Grade Level or Above	2019	35%	44%	44%	-	50%	45%	-	*	-	*	0%	*	-	44%	-	*
	2018	39%	49%	49%	*	50%	49%	-	67%	*	*	17%	*	-	49%	-	*
At Masters Grade Level	2019	11%	16%	16%	-	25%	13%	-	*	-	*	0%	*	-	16%	-	*
	2018	11%	17%	17%	*	17%	15%	-	33%	*	*	0%	*	-	17%	-	*

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	97%	97%	*	100%	97%	*	100%	*	*	83%	*	-	97%	-	*
	2018	84%	92%	92%	*	92%	92%	-	100%	*	80%	50%	-	-	92%	100%	*
At Meets Grade Level or Above	2019	54%	78%	78%	*	71%	79%	*	90%	*	*	50%	*	-	78%	-	*
	2018	54%	72%	72%	*	75%	74%	-	100%	*	40%	10%	-	-	72%	60%	*
At Masters Grade Level	2019	29%	50%	50%	*	14%	53%	*	70%	*	*	17%	*	-	50%	-	*
	2018	26%	35%	35%	*	50%	31%	-	40%	*	40%	0%	-	-	35%	40%	*
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	93%	93%	*	100%	94%	*	100%	*	*	67%	*	-	93%	-	*
	2018	91%	94%	94%	*	92%	97%	-	100%	*	80%	70%	-	-	94%	100%	*
At Meets Grade Level or Above	2019	58%	74%	74%	*	71%	71%	*	100%	*	*	33%	*	-	74%	-	*
	2018	58%	74%	74%	*	75%	74%	-	100%	*	60%	20%	-	-	74%	60%	*
At Masters Grade Level	2019	36%	59%	59%	*	71%	53%	*	80%	*	*	17%	*	-	59%	-	*
	2018	30%	40%	40%	*	42%	36%	-	80%	*	40%	20%	-	-	40%	60%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	88%	88%	*	100%	88%	*	100%	*	*	50%	*	-	88%	-	*
	2018	76%	81%	81%	*	82%	85%	-	100%	*	60%	20%	-	-	81%	100%	*
At Meets Grade Level or Above	2019	49%	55%	55%	*	29%	53%	*	80%	*	*	17%	*	-	55%	-	*
	2018	41%	50%	50%	*	45%	49%	-	100%	*	40%	10%	-	-	50%	60%	*
At Masters Grade Level	2019	24%	29%	29%	*	14%	26%	*	50%	*	*	0%	*	-	29%	-	*
	2018	17%	19%	19%	*	18%	18%	-	20%	*	20%	0%	-	-	19%	0%	*
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	79%	79%	83%	63%	85%	-	100%	*	*	45%	*	-	79%	100%	*
	2018	69%	89%	89%	*	56%	93%	-	100%	-	*	*	*	-	89%	*	*
At Meets Grade Level or Above	2019	37%	42%	42%	33%	42%	41%	-	83%	*	*	9%	*	-	42%	57%	*
	2018	39%	55%	55%	*	22%	60%	-	78%	-	*	*	*	-	55%	*	*
At Masters Grade Level	2019	18%	14%	14%	0%	16%	15%	-	33%	*	*	0%	*	-	14%	14%	*
	2018	19%	40%	40%	*	0%	40%	-	78%	-	*	*	*	-	40%	*	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	87%	87%	83%	79%	88%	-	100%	*	*	45%	*	-	87%	100%	*
	2018	77%	85%	85%	*	56%	97%	-	100%	-	*	*	*	-	85%	*	*
At Meets Grade Level or Above	2019	47%	57%	57%	17%	58%	56%	-	100%	*	*	18%	*	-	57%	71%	*
	2018	44%	57%	57%	*	22%	60%	-	89%	-	*	*	*	-	57%	*	*
At Masters Grade Level	2019	21%	26%	26%	0%	26%	24%	-	67%	*	*	18%	*	-	26%	43%	*
	2018	18%	25%	25%	*	0%	27%	-	44%	-	*	*	*	-	25%	*	*
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	91%	91%	*	88%	93%	-	100%	-	*	*	*	-	91%	*	-
	2018	74%	90%	90%	-	80%	94%	-	*	-	*	*	-	-	90%	*	*

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At Meets Grade Level or Above	2019	49%	77%	77%	*	50%	86%	-	80%	-	*	*	*	-	77%	*	-
	2018	48%	73%	73%	-	60%	74%	-	*	-	*	*	*	-	73%	*	*
At Masters Grade Level	2019	29%	49%	49%	*	25%	52%	-	80%	-	*	*	*	-	49%	*	-
	2018	29%	53%	53%	-	40%	55%	-	*	-	*	*	-	-	53%	*	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	89%	89%	*	88%	96%	-	100%	-	*	*	*	-	89%	*	-
	2018	72%	90%	90%	-	80%	93%	-	*	-	*	*	-	-	90%	*	*
At Meets Grade Level or Above	2019	43%	77%	77%	*	63%	88%	-	80%	-	*	*	*	-	77%	*	-
	2018	40%	62%	62%	-	40%	63%	-	*	-	*	*	-	-	62%	*	*
At Masters Grade Level	2019	17%	39%	39%	*	0%	50%	-	60%	-	*	*	*	-	39%	*	-
	2018	18%	41%	41%	-	20%	47%	-	*	-	*	*	-	-	41%	*	*
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	90%	90%	*	75%	97%	-	100%	-	*	*	*	-	90%	*	-
	2018	69%	90%	90%	-	80%	94%	-	*	-	*	*	-	-	90%	*	*
At Meets Grade Level or Above	2019	42%	67%	67%	*	50%	67%	-	100%	-	*	*	*	-	67%	*	-
	2018	43%	67%	67%	-	40%	73%	-	*	-	*	*	-	-	67%	*	*
At Masters Grade Level	2019	18%	33%	33%	*	13%	33%	-	60%	-	*	*	*	-	33%	*	-
	2018	15%	21%	21%	-	20%	21%	-	*	-	*	*	-	-	21%	*	*
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	90%	90%	*	83%	92%	-	*	-	100%	*	*	-	90%	*	*
At Meets Grade Level or Above	2019	55%	73%	73%	*	50%	77%	-	*	-	100%	*	*	-	73%	*	*
At Masters Grade Level	2019	28%	40%	40%	*	33%	42%	-	*	-	60%	*	*	-	40%	*	*
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	91%	91%	*	80%	90%	-	*	-	*	*	*	-	91%	*	*
At Meets Grade Level or Above	2019	57%	61%	61%	*	60%	62%	-	*	-	*	*	*	-	61%	*	*
At Masters Grade Level	2019	17%	27%	27%	*	20%	29%	-	*	-	*	*	*	-	27%	*	*
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	83%	83%	*	50%	88%	-	*	-	100%	*	*	-	83%	*	*
At Meets Grade Level or Above	2019	51%	40%	40%	*	33%	46%	-	*	-	20%	*	*	-	40%	*	*
At Masters Grade Level	2019	25%	13%	13%	*	17%	15%	-	*	-	0%	*	*	-	13%	*	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	67%	67%	*	40%	65%	-	*	-	100%	*	*	-	67%	*	*
At Meets Grade Level or Above	2019	37%	28%	28%	*	40%	31%	-	*	-	20%	*	*	-	28%	*	*
At Masters Grade Level	2019	21%	18%	18%	*	40%	15%	-	*	-	20%	*	*	-	18%	*	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	100%	100%	-	*	100%	-	-	-	*	-	-	-	100%	*	-
At Meets Grade Level or Above	2019	61%	100%	100%	-	*	100%	-	-	-	*	-	-	-	100%	*	-
At Masters Grade Level	2019	37%	89%	89%	-	*	86%	-	-	-	*	-	-	-	89%	*	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	86%	86%	57%	76%	90%	*	92%	100%	93%	41%	88%	91%	86%	97%	54%
	2018	77%	87%	87%	48%	77%	91%	-	90%	83%	84%	46%	73%	-	87%	100%	63%
At Meets Grade Level or Above	2019	50%	59%	59%	18%	51%	63%	*	73%	71%	59%	15%	46%	58%	60%	79%	30%
	2018	48%	62%	62%	10%	49%	64%	-	80%	67%	56%	20%	55%	-	62%	64%	44%
At Masters Grade Level	2019	24%	34%	34%	5%	26%	36%	*	47%	14%	36%	7%	23%	36%	34%	30%	22%
	2018	22%	34%	34%	0%	23%	35%	-	47%	50%	44%	12%	36%	-	34%	28%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	88%	88%	72%	77%	92%	*	92%	*	79%	48%	89%	91%	87%	100%	53%
	2018	74%	89%	89%	88%	77%	92%	-	91%	*	92%	56%	60%	-	89%	100%	64%
At Meets Grade Level or Above	2019	48%	62%	62%	28%	51%	68%	*	70%	*	71%	21%	33%	59%	63%	79%	33%
	2018	46%	64%	64%	13%	49%	67%	-	78%	*	58%	28%	60%	-	64%	78%	27%
At Masters Grade Level	2019	21%	37%	37%	6%	26%	42%	*	46%	*	50%	6%	22%	47%	36%	36%	27%
	2018	19%	40%	40%	0%	28%	41%	-	50%	*	58%	12%	40%	-	40%	33%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	88%	88%	56%	78%	91%	*	95%	*	100%	42%	100%	91%	87%	93%	60%
	2018	81%	89%	89%	25%	74%	94%	-	94%	*	83%	56%	80%	-	89%	100%	64%
At Meets Grade Level or Above	2019	52%	64%	64%	11%	57%	68%	*	81%	*	64%	15%	56%	56%	65%	79%	33%
	2018	50%	65%	65%	13%	51%	66%	-	84%	*	67%	16%	60%	-	65%	56%	55%
At Masters Grade Level	2019	26%	38%	38%	6%	29%	40%	*	54%	*	36%	12%	33%	25%	39%	36%	20%
	2018	24%	39%	39%	0%	21%	41%	-	56%	*	42%	16%	40%	-	39%	33%	18%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	85%	85%	*	75%	90%	-	78%	-	*	17%	*	-	85%	*	*
	2018	66%	81%	81%	*	82%	84%	-	79%	*	*	22%	*	-	81%	*	*
At Meets Grade Level or Above	2019	38%	56%	56%	*	50%	56%	-	67%	-	*	0%	*	-	56%	*	*
	2018	41%	56%	56%	*	45%	59%	-	64%	*	*	22%	*	-	56%	*	*
At Masters Grade Level	2019	14%	25%	25%	*	19%	23%	-	44%	-	*	0%	*	-	25%	*	*
	2018	13%	19%	19%	*	18%	18%	-	29%	*	*	11%	*	-	19%	*	*
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	86%	86%	*	77%	88%	*	92%	*	100%	40%	*	-	86%	*	*
	2018	80%	81%	81%	*	82%	85%	-	100%	*	60%	20%	-	-	81%	100%	*
At Meets Grade Level or Above	2019	54%	49%	49%	*	31%	50%	*	75%	*	43%	10%	*	-	49%	*	*
	2018	51%	50%	50%	*	45%	49%	-	100%	*	40%	10%	-	-	50%	60%	*
At Masters Grade Level	2019	25%	22%	22%	*	15%	22%	*	42%	*	14%	0%	*	-	22%	*	*
	2018	23%	19%	19%	*	18%	18%	-	20%	*	20%	0%	-	-	19%	0%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	67%	67%	*	40%	65%	-	*	-	100%	*	*	-	67%	*	*
	2019	55%	28%	28%	*	40%	31%	-	*	-	20%	*	*	-	28%	*	*
At Masters Grade Level	2019	33%	18%	18%	*	40%	15%	-	*	-	20%	*	*	-	18%	*	*

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2019-20 Campus Progress

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	70	70	-	81	67	-	*	-	*	90	*	-	70	-	*
	2018	63	70	70	*	60	73	-	73	*	*	83	*	-	70	-	*
Grade 4 Mathematics	2019	65	72	72	-	81	67	-	*	-	*	80	*	-	72	-	*
	2018	65	82	82	*	40	85	-	95	*	*	75	*	-	82	-	*
Grade 5 ELA/Reading	2019	81	87	87	*	80	86	*	90	*	*	90	*	-	87	-	*
	2018	80	81	81	*	82	82	-	80	*	70	70	-	-	81	100	*
Grade 5 Mathematics	2019	83	84	84	*	90	77	*	95	*	*	70	*	-	84	-	*
	2018	81	76	76	*	68	70	-	100	*	90	100	-	-	76	80	*
Grade 6 ELA/Reading	2019	42	35	35	40	34	35	-	40	*	*	64	*	-	35	43	*
	2018	47	69	69	*	42	68	-	78	-	*	*	*	-	69	*	*
Grade 6 Mathematics	2019	54	62	62	40	61	62	-	80	*	*	41	*	-	62	71	*
	2018	56	60	60	*	42	73	-	56	-	*	*	*	-	60	*	*
Grade 7 ELA/Reading	2019	77	90	90	*	93	90	-	90	-	*	*	*	-	90	*	-
	2018	76	85	85	-	*	84	-	*	-	*	*	-	-	85	*	-
Grade 7 Mathematics	2019	62	95	95	*	86	100	-	80	-	*	*	*	-	95	*	-
	2018	67	76	76	-	*	71	-	*	-	*	*	-	-	76	*	-
Grade 8 ELA/Reading	2019	77	77	77	*	60	83	-	*	-	*	*	*	-	77	*	*
	2018	79	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Mathematics	2019	82	79	79	*	*	85	-	*	-	*	*	*	-	79	*	*
	2018	81	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I	2019	75	100	100	-	*	100	-	-	-	-	-	-	-	100	*	-
	2018	72	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2019	69	73	73	61	66	73	*	83	*	75	62	61	-	73	60	67
	2018	69	75	75	57	66	76	-	79	*	83	79	75	-	75	75	71
All Grades ELA/Reading	2019	68	68	68	50	60	69	*	79	*	73	68	61	-	68	50	78
	2018	69	76	76	71	71	77	-	74	*	83	76	*	-	76	100	64
All Grades Mathematics	2019	70	77	77	73	73	77	*	87	*	77	56	61	-	77	70	56
	2018	70	74	74	43	62	75	-	83	*	83	82	*	-	74	50	79

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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	2019	41%	41%	41%	*	33%	47%	-	*	-	*	27%	-	20%
	2018	38%	47%	47%	-	*	45%	-	*	-	*	*	-	*
Mathematics	2019	45%	47%	47%	43%	38%	55%	-	*	-	*	31%	-	*
	2018	47%	38%	38%	*	*	63%	-	*	-	*	*	*	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	96%	96%	*	100%	97%	*	100%	*	*	83%	-	-
Students Requiring Accelerated Instruction														
	2019	22%	4%	4%	*	0%	3%	*	0%	*	*	17%	-	-
STAAR Cumulative Met Standard														
	2019	86%	97%	97%	*	100%	97%	*	100%	*	*	83%	-	-
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	100%	-	-	*	-	-	-	*	100%	-	-
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	9%	20%	20%	-	-	*	-	-	-	*	20%	-	-
Promoted to Grade 6														
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	90%	90%	*	86%	91%	*	100%	*	*	50%	-	-
Students Requiring Accelerated Instruction														
	2019	17%	10%	10%	*	14%	9%	*	0%	*	*	50%	-	-
STAAR Cumulative Met Standard														
	2019	90%	93%	93%	*	100%	94%	*	100%	*	*	67%	-	-
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	*	*	*	-	-	-	-	-	*	*	-	-
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	24%	*	*	*	-	-	-	-	-	*	*	-	-
Promoted to Grade 6														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	88%	88%	*	67%	92%	-	*	-	100%	*	*	*
Students Requiring Accelerated Instruction														
	2019	22%	13%	13%	*	33%	8%	-	*	-	0%	*	*	*
STAAR Cumulative Met Standard														
	2019	85%	90%	90%	*	83%	92%	-	*	-	100%	*	*	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	91%	91%	*	80%	90%	-	*	-	*	*	*	*
Students Requiring Accelerated Instruction														
	2019	18%	9%	9%	*	20%	10%	-	*	-	*	*	*	*

District Name: TRIVIUM ACADEMY
 Campus Name: TRIVIUM ACADEMY
 Campus Number: 061805001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 591
 Grade Span: KG - 09
 School Type: Elementary/Secondary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
STAAR Cumulative Met Standard	2019	88%	91%	91%	*	80%	90%	-	*	-	*	*	*	*

District Name: TRIVIUM ACADEMY
 Campus Name: TRIVIUM ACADEMY
 Campus Number: 061805001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 591
 Grade Span: KG - 09
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	2019	78%	86%	86%	-	-	-	-	-	35%	-	35%	43%	35%	37%
	2018	77%	87%	87%	-	-	-	-	-	42%	-	42%	40%	42%	41%
At Meets Grade Level or Above	2019	50%	59%	59%	-	-	-	-	-	0%	-	0%	29%	0%	7%
	2018	48%	62%	62%	-	-	-	-	-	33%	-	33%	0%	33%	24%
At Masters Grade Level	2019	24%	34%	34%	-	-	-	-	-	0%	-	0%	0%	0%	0%
	2018	22%	34%	34%	-	-	-	-	-	8%	-	8%	0%	8%	6%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	88%	88%	-	-	-	-	-	33%	-	33%	*	33%	36%
	2018	74%	89%	89%	-	-	-	-	-	40%	-	40%	*	40%	43%
At Meets Grade Level or Above	2019	48%	62%	62%	-	-	-	-	-	0%	-	0%	*	0%	9%
	2018	46%	64%	64%	-	-	-	-	-	20%	-	20%	*	20%	14%
At Masters Grade Level	2019	21%	37%	37%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	19%	40%	40%	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	88%	88%	-	-	-	-	-	44%	-	44%	*	44%	45%
	2018	81%	89%	89%	-	-	-	-	-	40%	-	40%	*	40%	43%
At Meets Grade Level or Above	2019	52%	64%	64%	-	-	-	-	-	0%	-	0%	*	0%	9%
	2018	50%	65%	65%	-	-	-	-	-	40%	-	40%	*	40%	29%
At Masters Grade Level	2019	26%	38%	38%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	24%	39%	39%	-	-	-	-	-	20%	-	20%	*	20%	14%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	85%	85%	-	-	-	-	-	*	-	*	*	*	*
	2018	66%	81%	81%	-	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2019	38%	56%	56%	-	-	-	-	-	*	-	*	*	*	*
	2018	41%	56%	56%	-	-	-	-	-	*	-	*	*	*	*
At Masters Grade Level	2019	14%	25%	25%	-	-	-	-	-	*	-	*	*	*	*
	2018	13%	19%	19%	-	-	-	-	-	*	-	*	*	*	*
All Grades Science															
At Approaches Grade Level or Above	2019	81%	86%	86%	-	-	-	-	-	-	-	-	*	-	*
	2018	80%	81%	81%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	54%	49%	49%	-	-	-	-	-	-	-	-	*	-	*
	2018	51%	50%	50%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	25%	22%	22%	-	-	-	-	-	-	-	-	*	-	*
	2018	23%	19%	19%	-	-	-	-	-	-	-	-	-	-	-
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	67%	67%	-	-	-	-	-	-	-	-	*	-	*
	2018	78%	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	55%	28%	28%	-	-	-	-	-	-	-	-	*	-	*
	2018	53%	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	33%	18%	18%	-	-	-	-	-	-	-	-	*	-	*
	2018	31%	-	-	-	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	73%	73%	-	-	-	-	-	60%	-	60%	*	60%	57%
	2018	69%	75%	75%	-	-	-	-	-	83%	-	83%	-	83%	83%
All Grades ELA/Reading	2019	68%	68%	68%	-	-	-	-	-	80%	-	80%	*	80%	71%
	2018	69%	76%	76%	-	-	-	-	-	*	-	*	-	*	*
All Grades Mathematics	2019	70%	77%	77%	-	-	-	-	-	40%	-	40%	*	40%	43%

District Name: TRIVIUM ACADEMY
 Campus Name: TRIVIUM ACADEMY
 Campus Number: 061805001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 591
 Grade Span: KG - 09
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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	2018	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
	2018	70%	74%	74%	-	-	-	-	-	*	-	*	-	*	*
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	41%	41%	-	-	-	-	-	*	-	*	*	*	20%
	2018	38%	47%	47%	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2019	45%	47%	47%	-	-	-	-	-	*	-	*	*	*	*
	2018	47%	38%	38%	-	-	-	-	-	*	-	*	-	*	*

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	99%	99%	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	95%	100%	91%	96%	*	95%	100%	100%	92%	100%	84%
Not Included in Accountability													
Mobile	4%	4%	4%	0%	8%	4%	*	2%	0%	0%	8%	0%	6%
Other Exclusions	1%	0%	0%	0%	0%	0%	*	3%	0%	0%	0%	0%	9%
Not Tested	1%	0%	0%	0%	1%	1%	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	1%	0%	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	93%	100%	100%	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	93%	72%	92%	94%	*	100%	100%	86%	92%	89%	85%
Not Included in Accountability													
Mobile	4%	7%	7%	21%	8%	6%	*	0%	0%	14%	8%	11%	15%
Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	7%	0%	0%	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	7%	0%	0%	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: TRIVIUM ACADEMY
 Campus Name: TRIVIUM ACADEMY
 Campus Number: 061805001

Total Students: 591
 Grade Span: KG - 09
 School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.5%	96.5%	96.9%	96.6%	96.4%	*	96.8%	*	96.4%	95.6%	96.5%	96.5%
2017-18	95.4%	96.4%	96.4%	96.2%	96.4%	96.3%	*	96.8%	*	95.4%	95.8%	96.5%	96.1%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	*	*
2017-18	0.4%	5.6%	5.6%	-	0.0%	7.1%	-	*	-	*	20.0%	*	*
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	-	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	-	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	-	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: TRIVIUM ACADEMY
 Campus Name: TRIVIUM ACADEMY
 Campus Number: 061805001

Total Students: 591
 Grade Span: KG - 09
 School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	-	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	-	-	-	-	-	-	-	-	-	-	-	-

District Name: TRIVIUM ACADEMY
 Campus Name: TRIVIUM ACADEMY
 Campus Number: 061805001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 591
 Grade Span: KG - 09
 School Type: Elementary/Secondary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	-	355,615
By Ethnicity:				
African American	-	-	-	43,953
Hispanic	-	-	-	180,673
White	-	-	-	105,577
American Indian	-	-	-	1,293
Asian	-	-	-	16,564
Pacific Islander	-	-	-	537
Two or More Races	-	-	-	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	-	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	-	1,090
Foundation H.S. Program (No Endorsement)	-	-	-	51,579
Foundation H.S. Program (Endorsement)	-	-	-	15,160
Foundation H.S. Program (DLA)	-	-	-	285,538
Special Education Graduates	-	-	-	27,598
Economically Disadvantaged Graduates	-	-	-	186,364
LEP Graduates	-	-	-	25,189
At-Risk Graduates	-	-	-	146,432

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

District Name: TRIVIUM ACADEMY
 Campus Name: TRIVIUM ACADEMY
 Campus Number: 061805001

Total Students: 591
 Grade Span: KG - 09
 School Type: Elementary/Secondary

	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, or Military Ready (Annual Graduates)													
2018-19	72.9%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	-	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	-	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	-	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	-	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	-	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	-	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	-	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	-	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: TRIVIUM ACADEMY
 Campus Name: TRIVIUM ACADEMY
 Campus Number: 061805001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 591
 Grade Span: KG - 09
 School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	-	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	-	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 591
 Grade Span: KG - 09
 School Type: Elementary/Secondary

District Name: TRIVIUM ACADEMY
 Campus Name: TRIVIUM ACADEMY
 Campus Number: 061805001

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	-	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	-	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	-	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	-	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	-	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: TRIVIUM ACADEMY
 Campus Name: TRIVIUM ACADEMY
 Campus Number: 061805001

Total Students: 591
 Grade Span: KG - 09
 School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	-	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: TRIVIUM ACADEMY
 Campus Name: TRIVIUM ACADEMY
 Campus Number: 061805001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 591
 Grade Span: KG - 09
 School Type: Elementary/Secondary

	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													
2018-19	44.6%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	-	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	-	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	-	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus ----- Count	Percent	District	State	----- Campus ----- Count	Percent	District	State
Total Students	591	100.0%	591	5,479,173	591	100.0%	591	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	0.0%	4.5%	0	0.0%	0.0%	4.5%
Kindergarten	74	12.5%	12.5%	7.0%	74	12.5%	12.5%	7.0%
Grade 1	83	14.0%	14.0%	7.1%	83	14.0%	14.0%	7.1%
Grade 2	78	13.2%	13.2%	7.1%	78	13.2%	13.2%	7.1%
Grade 3	75	12.7%	12.7%	7.1%	75	12.7%	12.7%	7.1%
Grade 4	61	10.3%	10.3%	7.3%	61	10.3%	10.3%	7.3%
Grade 5	38	6.4%	6.4%	7.6%	38	6.4%	6.4%	7.6%
Grade 6	56	9.5%	9.5%	7.7%	56	9.5%	9.5%	7.7%
Grade 7	60	10.2%	10.2%	7.7%	60	10.2%	10.2%	7.7%
Grade 8	42	7.1%	7.1%	7.5%	42	7.1%	7.1%	7.5%
Grade 9	24	4.1%	4.1%	8.2%	24	4.1%	4.1%	8.2%
Grade 10	0	0.0%	0.0%	7.4%	0	0.0%	0.0%	7.4%
Grade 11	0	0.0%	0.0%	6.9%	0	0.0%	0.0%	6.9%
Grade 12	0	0.0%	0.0%	6.4%	0	0.0%	0.0%	6.4%
Ethnic Distribution:								
African American	35	5.9%	5.9%	12.6%	35	5.9%	5.9%	12.6%
Hispanic	123	20.8%	20.8%	52.8%	123	20.8%	20.8%	52.8%
White	283	47.9%	47.9%	27.0%	283	47.9%	47.9%	27.0%
American Indian	0	0.0%	0.0%	0.4%	0	0.0%	0.0%	0.4%
Asian	122	20.6%	20.6%	4.6%	122	20.6%	20.6%	4.6%
Pacific Islander	4	0.7%	0.7%	0.2%	4	0.7%	0.7%	0.2%
Two or More Races	24	4.1%	4.1%	2.5%	24	4.1%	4.1%	2.5%
Sex:								
Female	293	49.6%	49.6%	48.8%	293	49.6%	49.6%	48.8%
Male	298	50.4%	50.4%	51.2%	298	50.4%	50.4%	51.2%
Economically Disadvantaged	15	2.5%	2.5%	60.3%	15	2.5%	2.5%	60.2%
Non-Educationally Disadvantaged	576	97.5%	97.5%	39.7%	576	97.5%	97.5%	39.8%
Section 504 Students	61	10.3%	10.3%	6.9%	61	10.3%	10.3%	6.9%
English Learners (EL)	31	5.2%	5.2%	20.3%	31	5.2%	5.2%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.0%	1.5%				
Students w/ Dyslexia	37	6.3%	6.3%	4.1%	37	6.3%	6.3%	4.1%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Homeless	0	0.0%	0.0%	1.4%	0	0.0%	0.0%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	0.0%	65.1%	0	0.0%	0.0%	65.1%
Military Connected	3	0.5%	0.5%	1.9%	3	0.5%	0.5%	1.9%
At-Risk	39	6.6%	6.6%	50.6%	39	6.6%	6.6%	50.5%

District Name: TRIVIUM ACADEMY
 Campus Name: TRIVIUM ACADEMY
 Campus Number: 061805001

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 591
 Grade Span: KG - 09
 School Type: Elementary/Secondary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
Count	Percent	Count			Percent			
Students by Instructional Program:								
Bilingual/ESL Education	28	4.7%	4.7%	20.6%	28	4.7%	4.7%	20.6%
Career & Technical Education	0	0.0%	0.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	0.0%	50.8%	0	0.0%	0.0%	50.8%
Gifted & Talented Education	85	14.4%	14.4%	8.1%	85	14.4%	14.4%	8.1%
Special Education	56	9.5%	9.5%	10.5%	56	9.5%	9.5%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	56							
By Type of Primary Disability								
Students with Intellectual Disabilities	24	42.9%	42.9%	42.4%				
Students with Physical Disabilities	12	21.4%	21.4%	21.4%				
Students with Autism	8	14.3%	14.3%	13.8%				
Students with Behavioral Disabilities	12	21.4%	21.4%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
Mobility (2018-19):								
Total Mobile Students	57	10.3%	10.3%	15.3%				
By Ethnicity:								
African American	2	0.4%						
Hispanic	10	1.8%						
White	34	6.1%						
American Indian	0	0.0%						
Asian	11	2.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	153	25.8%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.4%	2.4%	1.6%	0.0%	0.0%	5.5%
Grade 1	1.2%	1.2%	2.9%	0.0%	0.0%	4.9%
Grade 2	0.0%	0.0%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	0.0%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	11.1%	11.1%	0.5%
Grade 6	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.6%
Grade 9	-	-	7.8%	-	-	13.1%

District Name: TRIVIUM ACADEMY
 Campus Name: TRIVIUM ACADEMY
 Campus Number: 061805001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 591
 Grade Span: KG - 09
 School Type: Elementary/Secondary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.5	18.5	19.0
Grade 1	20.8	20.8	18.9
Grade 2	19.4	19.4	18.8
Grade 3	18.6	18.6	19.0
Grade 4	15.5	15.5	19.2
Grade 5	15.2	15.2	20.9
Grade 6	13.5	13.5	20.4
Secondary:			
English/Language Arts	8.3	8.3	16.4
Foreign Languages	7.2	7.2	18.7
Mathematics	9.1	9.1	17.8
Science	15.5	15.5	18.8
Social Studies	10.0	10.0	19.3

District Name: TRIVIUM ACADEMY
 Campus Name: TRIVIUM ACADEMY
 Campus Number: 061805001

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 591
 Grade Span: KG - 09
 School Type: Elementary/Secondary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	56.9	100.0%	100.0%	100.0%
Professional Staff:	56.9	100.0%	92.6%	63.7%
Teachers	54.1	95.1%	85.5%	49.4%
Professional Support	1.5	2.6%	2.3%	10.2%
Campus Administration (School Leadership)	1.3	2.3%	2.1%	3.0%
Educational Aides:	0.0	0.0%	0.0%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	0.0	n/a	0.0	12,901.0
Part-time	1.0	n/a	1.0	1,103.0
Total Minority Staff:	10.7	18.9%	17.0%	51.1%
Teachers by Ethnicity and Sex:				
African American	6.0	11.1%	11.1%	10.8%
Hispanic	2.7	5.1%	5.1%	28.1%
White	43.3	80.1%	80.1%	57.7%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	2.0	3.7%	3.7%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	6.0	11.1%	11.1%	23.8%
Females	48.1	88.9%	88.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	28.9	53.5%	53.5%	73.4%
Masters	24.2	44.7%	44.7%	24.5%
Doctorate	1.0	1.8%	1.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	7.7	14.3%	14.3%	7.4%
1-5 Years Experience	23.5	43.5%	43.5%	27.9%
6-10 Years Experience	7.0	12.9%	12.9%	19.4%
11-20 Years Experience	9.1	16.8%	16.8%	29.4%
Over 20 Years Experience	6.8	12.5%	12.5%	15.9%
Number of Students per Teacher	10.9	n/a	10.9	15.1

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

District Name: TRIVIUM ACADEMY
 Campus Name: TRIVIUM ACADEMY
 Campus Number: 061805001

Total Students: 591
 Grade Span: KG - 09
 School Type: Elementary/Secondary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	3.0	6.2
Average Years Experience of Principals with District	3.0	3.0	5.3
Average Years Experience of Assistant Principals	0.0	0.0	5.3
Average Years Experience of Assistant Principals with District	0.0	0.0	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	9.0	9.0	11.1
Average Years Experience of Teachers with District:	1.1	1.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$51,619	\$51,619	\$49,868
1-5 Years Experience	\$52,903	\$52,903	\$52,823
6-10 Years Experience	\$55,997	\$55,997	\$55,756
11-20 Years Experience	\$59,933	\$59,933	\$59,308
Over 20 Years Experience	\$64,608	\$64,608	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$55,763	\$55,763	\$57,091
Professional Support	\$67,592	\$67,592	\$67,352
Campus Administration (School Leadership)	\$70,548	\$70,548	\$82,512
Instructional Staff Percent:	n/a	84.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: TRIVIUM ACADEMY
 Campus Name: TRIVIUM ACADEMY
 Campus Number: 061805001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 591
 Grade Span: KG - 09
 School Type: Elementary/Secondary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.5%
Career & Technical Education	0.0	0.0%	0.0%	5.0%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	2.2	4.0%	4.0%	1.9%
Regular Education	48.7	90.1%	90.1%	70.9%
Special Education	3.2	5.9%	5.9%	9.3%
Other	0.0	0.0%	0.0%	3.6%

- '^' 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 2018-19 Financial Actual Report](#)

SECTION 2

PEIMS Financial Standard Reports (2018-2019 Actual Reports)

The financial section of the TAPR is provided by the Texas Education Agency's School Finance division. Finance Reports for Trivium Academy are included in this section of the Annual Report, and they can also be accessed online from the last page of the TAPR or at <https://tea.texas.gov/financialstandardreports/>.

2018 - 2019 Actual Financial Data
Totals for TRIVIUM ACADEMY (061805)
Total Enrolled Membership: 593

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$24,943,497,732	43.99%	\$4,605
State Operating Funds	\$4,854,475	93.64%	\$8,186	\$4,969,270	92.46%	\$8,380	\$21,921,438,167	38.66%	\$4,047
Federal Funds	\$0	0.00%	\$0	\$65,328	1.22%	\$110	\$6,959,931,329	12.27%	\$1,285
Other Local	\$329,872	6.36%	\$556	\$339,855	6.32%	\$573	\$2,882,959,027	5.08%	\$532
Total Operating Revenue	\$5,184,347	100.00%	\$8,743	\$5,374,453	100.00%	\$9,063	\$56,707,826,255	100.00%	\$10,470
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$0	0.00%	\$0	\$7,114,967,591	84.62%	\$1,314
State Assistance for Debt Service	\$0	0.00%	\$0	\$0	0.00%	\$0	\$498,243,085	5.93%	\$92
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$794,651,977	9.45%	\$147
Total Other Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$8,407,862,653	100.00%	\$1,552
Subtotal: Operating and Other Revenue	\$5,184,347	100.00%	\$8,743	\$5,374,453	100.00%	\$9,063	\$65,115,688,908	100.00%	\$12,022
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	100.00%	\$511
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	100.00%	\$511
Subtotal: Operating, Other and Recaptured Revenue	\$5,184,347	100.00%	\$8,743	\$5,374,453	100.00%	\$9,063	\$67,884,151,590	100.00%	\$12,534
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,691,153,910	63.99%	\$682
Estimated State TRS Contributions	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,077,222,453	36.01%	\$384
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$5,768,376,363	100.00%	\$1,065
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$5,184,347	100.00%	\$8,743	\$5,374,453	100.00%	\$9,063	\$70,884,065,271	100.00%	\$13,088
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$3,032,643	68.99%	\$5,114	\$3,097,966	67.57%	\$5,224	\$42,536,152,378	79.22%	\$7,854
Professional & Contracted Services (Object 62xx)	\$1,046,368	23.80%	\$1,765	\$1,046,368	22.82%	\$1,765	\$5,053,894,853	9.41%	\$933
Supplies & Materials (Object 63xx)	\$263,585	6.00%	\$444	\$387,512	8.45%	\$653	\$4,665,604,291	8.69%	\$861

2018 - 2019 Actual Financial Data
Totals for TRIVIUM ACADEMY (061805)
Total Enrolled Membership: 593

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Other Operating Expenditures (Object 64xx)	\$53,093	1.21%	\$90	\$53,093	1.16%	\$90	\$1,436,788,644	2.68%	\$265
Total Operating Expenditures by Object	\$4,395,689	100.00%	\$7,413	\$4,584,939	100.00%	\$7,732	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$8,439,295,633	48.78%	\$1,558
Capital Outlay(Object 66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$8,861,633,785	51.22%	\$1,636
Total Non-Operating Expenditures by Object	\$0	0.00%	\$0	\$0	0.00%	\$0	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Object	\$4,395,689	100.00%	\$7,413	\$4,584,939	100.00%	\$7,732	\$70,993,369,584	100.00%	\$13,108
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	\$2,687,894	61.15%	\$4,533	\$2,868,012	62.55%	\$4,836	\$30,104,392,112	56.07%	\$5,558
Instructional Resources & Media Services (Function 12)	\$3,247	0.07%	\$5	\$3,247	0.07%	\$5	\$605,276,429	1.13%	\$112
Curriculum & Staff Development (Function 13)	\$17,838	0.41%	\$30	\$17,955	0.39%	\$30	\$1,226,192,940	2.28%	\$226
Instructional Leadership (Function 21)	\$49,555	1.13%	\$84	\$49,555	1.08%	\$84	\$878,926,312	1.64%	\$162
School Leadership (Function 23)	\$229,643	5.22%	\$387	\$229,643	5.01%	\$387	\$3,188,405,674	5.94%	\$589
Guidance Counseling Services (Function 31)	\$116,336	2.65%	\$196	\$116,336	2.54%	\$196	\$2,024,672,783	3.77%	\$374
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$152,988,674	0.28%	\$28
Health Services (Function 33)	\$4,551	0.10%	\$8	\$4,551	0.10%	\$8	\$556,828,343	1.04%	\$103
Transportation (Function 34)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,636,095,662	3.05%	\$302
Food Services (Function 35)	\$98,672	2.24%	\$166	\$98,672	2.15%	\$166	\$2,916,390,356	5.43%	\$538
Extracurricular (Function 36)	\$27,185	0.62%	\$46	\$36,200	0.79%	\$61	\$1,647,983,294	3.07%	\$304
General Administration (Function 41,92)	\$259,538	5.90%	\$438	\$259,538	5.66%	\$438	\$1,746,395,855	3.25%	\$322
Facilities Maintenance & Operations (Function 51)	\$844,230	19.21%	\$1,424	\$844,230	18.41%	\$1,424	\$5,226,340,714	9.73%	\$965
Security & Monitoring Services (Function 52)	\$250	0.01%	\$0	\$250	0.01%	\$0	\$558,885,118	1.04%	\$103
Data Processing Services (Function 53)	\$6,164	0.14%	\$10	\$6,164	0.13%	\$10	\$956,567,070	1.78%	\$177
Community Services (Function 61)	\$50,586	1.15%	\$85	\$50,586	1.10%	\$85	\$266,098,830	0.50%	\$49
Total Operating Expenditures by Function	\$4,395,689	100.00%	\$7,413	\$4,584,939	100.00%	\$7,732	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$8,439,295,633	48.78%	\$1,558
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$8,861,633,785	51.22%	\$1,636

2018 - 2019 Actual Financial Data
Totals for TRIVIUM ACADEMY (061805)
Total Enrolled Membership: 593

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Function	\$0	0.00%	\$0	\$0	0.00%	\$0	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Function	\$4,395,689	100.00%	\$7,413	\$4,584,939	100.00%	\$7,732	\$70,993,369,584	100.00%	\$13,108
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$2,724,382	61.98%	\$4,594	\$2,839,177	61.92%	\$4,788	\$23,769,020,825	44.27%	\$4,389
Gifted and Talented (PIC 21)	\$158,808	3.61%	\$268	\$158,808	3.46%	\$268	\$416,549,053	0.78%	\$77
Career and Technical (PIC 22)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,673,614,337	3.12%	\$309
Students with Disabilities (PICs 23,33)	\$217,400	4.95%	\$367	\$282,723	6.17%	\$477	\$6,603,694,277	12.30%	\$1,219
State Compensatory Education (PICs 24,26,28,29,30,34)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$4,676,522,504	8.71%	\$863
Bilingual (PICs 25,35)	\$8,474	0.19%	\$14	\$8,474	0.18%	\$14	\$690,802,576	1.29%	\$128
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$576,205,810	1.07%	\$106
PreKindergarten (PIC 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$576,398,990	1.07%	\$106
Athletics/Related Activities (PIC 91)	\$20,596	0.47%	\$35	\$20,596	0.45%	\$35	\$1,093,452,352	2.04%	\$202
Un-Allocated (PIC 99)	\$1,266,029	28.80%	\$2,135	\$1,275,161	27.81%	\$2,150	\$13,616,179,442	25.36%	\$2,514
Total Operating Expenditures by Program Intent Code (PIC)	\$4,395,689	100.00%	\$7,413	\$4,584,939	100.00%	\$7,732	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$8,439,295,633	48.78%	\$1,558
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$8,861,633,785	51.22%	\$1,636
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$4,395,689	100.00%	\$7,413	\$4,584,939	100.00%	\$7,732	\$70,993,369,584	100.00%	\$13,108
Disbursements									
Total Disbursements									
Operating Expenditures	\$4,395,689	100.00%	\$7,413	\$4,584,939	100.00%	\$7,732	\$53,692,440,166	71.10%	\$9,913
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	3.67%	\$511
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,068,121,149	1.41%	\$197
Intergovernmental Charge	\$0	0.00%	\$0	\$0	0.00%	\$0	\$681,757,275	0.90%	\$126

**2018 - 2019 Actual Financial Data
Totals for TRIVIUM ACADEMY (061805)
Total Enrolled Membership: 593**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Debt Service (Object 6500)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$8,439,295,633	11.18%	\$1,558
Capital Projects (Object 6600)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$8,861,633,785	11.74%	\$1,636
Total Disbursements	\$4,395,689	100.00%	\$7,413	\$4,584,939	100.00%	\$7,732	\$75,511,710,690	100.00%	\$13,942
Net Assets**									
Net Assets									
Unrestricted Net Assets	\$0		\$0	\$667,053		\$1,125	\$513,176,056		\$1,622
Temporary Restricted Net Assets	\$0		\$0	\$1,219,105		\$2,056	\$816,203,829		\$2,579
Permanently Restricted Net Assets	\$0		\$0	\$0		\$0	\$213,196		\$1
Total Net Asset Balance**	\$0		\$0	\$1,886,158		\$3,181	\$1,329,799,869		\$4,202
Net Assets Reconciliation									
2017-2018 Total Net Assets (Previous Year)	\$0		\$0	\$1,096,636		\$2,101	\$1,080,364,815		\$3,650
2018-2019 Excess (Deficiency) Operating Expenditures	\$0		\$0	\$789,522		\$1,331	\$211,514,052		\$668
2018-2019 Excess (Deficiency) Non-Operating Expenditures	\$0		\$0	\$0		\$0	\$5,089,915		\$16
2018-2019 Uncommon Items	\$0		\$0	\$0		\$0	\$32,831,087		\$6
2018-2019 Total Net Assets	\$0		\$0	\$1,886,158		\$3,181	\$1,329,799,869		\$4,202

SECTION 3

Accreditation Status

Each district's Annual Report must include the accreditation status according to TEC §39.051. Accreditation status for Trivium Academy is included in this section of the Annual Report, and it can also be accessed online at <https://tea.texas.gov/accredstatus/>.

2019-2020 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2019-2020 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2017 FIRST Rating | 2017 Accountability Rating | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2019-2020 Accreditation Status | Reason For Status | Notes

Show entries

Search:

CDN	DISTRICT NAME	ESC	2019 FIRST Rating	2019 Accountability Rating	2019-2020 Accreditation Status	Reason For Status
061805	TRIVIUM ACADEMY	11	A - Superior	B	ACCREDITED	

Showing 1 to 1 of 1 entries (filtered from 1,199 total entries)

Previous Next

SECTION 4

Campus Performance Objectives

This section does not currently apply to Trivium Academy as the school does not receive Title I funds and is not required to have a Campus Improvement Plan. However, the school continued to use the performance objectives in the Management Plan and Project Evaluation from the Public Charter School Program Start-up Grant and measured progress toward meeting those objectives.

SECTION 5

Report of Violent or Criminal Incidents

The Annual Report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of this report but must include the following:

- The number, rate, and type of violent or criminal incidents that occurred on each campus to the extent permitted under the Family Educational Rights and Privacy Act (FERPA).
- Descriptions of school violence prevention and violence intervention policies and procedures used to protect students.
- Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act.

No violent or criminal incidents were recorded at Trivium Academy for the 2018-19 school year, and the types of offenses recorded have not warranted the need for evaluation under the Safe and Drug-Free Schools and Communities Act. Therefore, the only item included in Section 5 is the Student Code of Conduct.



Student Code of Conduct 2020-2021

APPLICATION OF THE CODE

The School Board of Trivium Academy has adopted this Student Code of Conduct (the “Code”) in accordance with Section 12.131 of the Texas Education Code, in order to clearly communicate standards for expected student conduct, the disciplinary consequences which may be applied to students who violate those standards, and the applicable procedures for the implementation of disciplinary consequences. All students must comply with the Code. Definitions of words and phrases used throughout this Code are provided at the end of the Code.

Parents and students are encouraged to contact campus administration with any questions or concerns regarding the requirements and provisions of the Code. Parents and students are expected to review and be familiar with the provisions of the Code. Lack of knowledge or awareness about any School rules, including this Code, will not excuse violations of the Code. Parents and students will be required to sign a statement acknowledging receipt and understanding of the Code. A copy of this Code is available for all parents with children enrolled at Trivium Academy.

Trivium Academy has the authority to create and enforce rules related to student conduct and behavior while on school property, traveling to or in attendance at a school-sponsored or school-related event or activity, whether on or off campus. Trivium Academy has the authority to issue disciplinary consequences for certain other student conduct that relates to, affects, or shares a nexus with the School, its students, or its employees regardless of when or where the conduct occurs. The School may also issue discipline based on a student’s use of electronic media, whether on or off campus.

Other School rules, codes or policies may apply to a student’s misconduct, and may result in multiple disciplinary consequences issued for the same conduct.

In considering a student’s request for admission, the School may consider the student’s history of a criminal offense(s), juvenile court adjudication(s), or disciplinary problems under subchapter A, Chapter 37 of the Education Code, as evidenced by records received from schools previously attended by the student, law enforcement, or any other relevant documentation, and may exclude the student from admission on this basis.

If a student who would otherwise be ineligible for admission to the School provides false information on an admissions application or other enrollment document and as a result of the false information is admitted to the School, the student shall be immediately withdrawn from enrollment from the School upon discovery of the falsification. Falsification of information for the purpose of gaining enrollment in a public school is a criminal offense under § 37.10 of the Texas Penal Code. The School may elect to report the falsification to law enforcement or take any other action permitted by law.

EXPECTATIONS FOR STUDENT CONDUCT

The mission of [Trivium Academy](#) is to provide a classical education for the modern world that trains children to be life-long learners. To achieve this mission, Trivium must be an environment safe, secure and free from disruption. Students are expected to demonstrate behavior appropriate to the school's learning environment, to treat other students, school personnel, and visitors to the school with respect. As such, each student is expected to:

- Behave in a responsible and respectful manner;
- Demonstrate courtesy and respect for others, especially other students and school personnel;
- Attend classes and required school activities and events regularly and on time;
- Prepare for each class and complete assignments on time;
- Respect the rights and privileges of other students and school personnel in person and online;
- Respect and care for school property and facilities;
- Cell phones and other electronic devices should not be used at school. Trivium is not liable for damage or theft.
- Cooperate with school personnel in maintaining safety, order and discipline;
- Dress appropriately in accordance with the school's dress code;
- Review and comply with the Student Handbook and other school and campus rules;
- Obey classroom rules and classroom expectations for behavior;
- Refrain from verbal or written acts of bullying whether in person or online;
- Avoid violations of this Code.

Students are expected to comply with the school's technology and electronic media use policies and procedures. Students are also expected to demonstrate the same behavior online or while using electronic media as is expected in the classroom, on school property, or at school-related events. Sending, posting, or possessing electronic messages that are disrespectful, disruptive, abusive, obscene, illegal, threatening, harassing or damaging to another person disrupts the learning environment and will not be tolerated.

Parent cooperation is essential to achieving the school's mission and ensuring that students learn in a safe, secure and positive environment. Parental involvement and cooperation is vital in the discipline process. Parents should understand and be familiar with the Code, ensure that his or her child understands and seeks to comply with this Code, and assist the school in counseling students regarding appropriate behavior.

PROHIBITED CONDUCT

The following conduct constitutes a violation of the Code. Any student found to have engaged in such conduct shall be subject to one or more disciplinary consequences as identified within the Code.

General Student Behavior

1. Cursing, using offensive language, name calling, ethnic, racial or gender slurs, other derogatory statements, or yelling;
2. Disrespectful behavior towards adults;
3. Failure to follow directives;
4. Disruption of instruction or other school activities or operations;
5. Unexcused or excessive tardiness;
6. False statements or false accusations;
7. Bullying (*including cyberbullying*), teasing, or targeting other students;
8. Inappropriate cell phone or electronic media use;

Violation of School Rules and Policies

9. Failure to comply with the Student Handbook, or other School or campus rules;
10. Leaving the classroom, school building, mandatory school activities or events, or adult supervision without permission;
11. Skipping a class period or other mandatory activity, in whole or in part, without permission;
12. Violation of School or campus policies or rules related to the use of electronic media, including personal or School-owned electronic devices (*e.g.*, cell phones, tablets, game systems, computers, cameras), or the School's network or Internet connection;
13. Truancy or other failure to attend school without excuse;
14. Defacing, destroying or otherwise modifying School property without authorization;
15. Taking photographs or making video or audio recordings of students, employees, or other persons without the consent of the other person;
16. Soliciting or attempting to solicit another student to violate the Code, School policies and rules, or the law;
17. Taking steps toward violation of the Code even if the act is not completed, as determined by appropriate School administrator;
18. Failing to follow school directives and classroom rules and expectations;
19. Disobeying rules and expectations regarding school transportation;
20. Inappropriate or unauthorized use of School property, including posting or distributing literature or materials without School authorization;

Violent, Illegal, and Other Serious Offenses

21. Possession of prohibited items;
22. Conduct which meets the elements of a criminal offense, as determined by the School;

23. Physical, verbal or sexual harassment of others;
24. Inappropriate physical or sexual behavior, including jokes, comments, gestures or unwelcome physical conduct or contact;
25. False statements or false accusations;
26. Hazing or initiations;
27. Participation in a gang, soliciting or attempt to solicit participation in a gang;
28. Possessing, distributing, using or being under the influence of tobacco products, electronic cigarettes, drugs, alcohol, or controlled substances, including prescription drugs if the student has not been prescribed the drugs or is taking the drugs in excess of the dosage specified by the prescription;
29. Possessing drug paraphernalia;
30. Stealing, lying, cheating, or copying the work of another without authorization(plagiarism);
31. Deliberately, and without School authorization, accessing, damaging, or altering School data and records, including but not limited to confidential records, electronic data, networks or systems;
32. Violence of any kind, including dating violence;
33. Fighting;
34. Gambling;
35. Setting or attempting to set a fire;
36. Inappropriate or indecent exposure of body parts;
37. Retaliation of any form against other students or School personnel;
38. Conduct which requires the student's registration as a sex offender;
39. Possession or distribution of pictures, text messages, electronic messages or other material of a sexual or obscene nature;
40. Endangering the health or safety of others;
41. Other conduct as identified within this Code.

DETERMINING APPROPRIATE DISCIPLINE

Depending on the nature and severity of the offense, discipline may be issued by the student's classroom teacher, campus administrator, or administrator's designee, in accordance with this Code. In order to make a determination of misconduct or issue disciplinary consequences under this Code, the authorized School employee must have a reasonable belief that the student engaged in the suspected conduct. The employee's conclusion may be based on any relevant evidence including, but not limited to, observation, other personal knowledge, verbal or written witness statements, other forms of documentation, or information received from law enforcement.

In reaching a decision regarding a student discipline matter, Trivium may consider the specific facts and circumstances of the situation, including but not limited to:

- The student's intent;
- The student's age and grade level;
- The student's past disciplinary history;
- Whether the student's conduct may have been the manifestation of a disability;
- The extent of the student's cooperation during the investigation of the matter;
- The nature and severity of the alleged conduct;
- Whether the student has previously engaged in similar conduct;
- Whether self-defense was involved;
- The student's remorsefulness for the conduct;
- The severity of the effect or harm of the conduct on other persons or property;
- The frequency of the conduct.

Trivium Academy may issue discipline based on a determination that a student has engaged in conduct which meets the elements of a criminal offense. The school has the authority to make such a determination without regard for whether the student is arrested, charged, or otherwise processed by the criminal justice system for the criminal offense. The school may consider information received from law enforcement or other entities within the criminal justice system in issuing discipline under this Code.

Actions will not be based on a student's race, ethnicity, national origin, gender, sex, religion, disability, or any other unlawful consideration.

INVESTIGATION OF DISCIPLINE ISSUES

In order to determine whether a violation of the Code has occurred, campus administrators or other authorized individuals may conduct an investigation. Investigations of student misconduct may involve, but are not limited to, interviews of other students, employees and adults, review of school surveillance footage, review of relevant documents, review of information on School-owned computers, verification of tips received from other individuals, gathering of physical evidence, contact of or cooperation with law enforcement agencies and officials. Law enforcement may be contacted and informed of student conduct which may constitute a criminal offense.

Students should have no expectation of privacy with respect to school-owned property. Lockers, desks, and other items provided for student use remain school property, and students do not have a reasonable expectation of privacy in school property or in personal items placed inside school property. School administrators or other authorized personnel may monitor and search student desks and lockers for any reason. School officials may search any school property, including school property that is within a student's possession or otherwise being used by a student, at any time, with or without notice to the student and without consent. School officials may confiscate any items found during a search, including prohibited items, dangerous items or other items that violate School policy.

A student's person or property may be searched by authorized school officials if the official has a reasonable belief that the search will result in the discovery of evidence of a violation of the Code or of the law. Any personal property which is brought onto school property or to a school-sponsored or school-related activity or event, on or off school property, may be subject to search (*e.g.*, student cell phone, backpack, personal computer, purse, car, etc.).

DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS

Students eligible for services under the Individuals with Disabilities in Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504) are subject to discipline under those laws and in accordance with the provisions of this Code.

Trivium may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability under Section 504 who is currently engaging in the illegal use of drugs or in the use of alcohol to the same extent that the School would take disciplinary action against nondisabled students. The due process procedures afforded under Section 504 do not apply to disciplinary action for the use or possession of illegal drugs or alcohol. However, a student who is eligible for special education under the IDEA should have a manifestation determination review conducted to address any use or possession of illegal drugs or alcohol if such conduct could result in a change of placement.

Any disciplinary action that would constitute a “change in the placement” of a student receiving special education services may be taken only after the student’s Admission, Review, and Dismissal (ARD) committee conducts a manifestation determination review in order to determine whether the student’s conduct was a manifestation of his or her disability.

A change in placement occurs if a student is:

1. Removed from the student’s current educational placement for more than ten consecutive school days; or
2. Subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than ten school days in a school year;
 - b. The student’s behavior is substantially similar to the student’s behavior in the previous incidents that resulted in the series of removals; and
 - c. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

The School will determine, on a case-by-case basis, whether a pattern of removals constitutes a change in placement.

A student who has not been determined eligible for special education services and who has engaged in behavior that violates the Code is entitled to the protections under the IDEA regarding discipline of a student with special needs described above if the school has knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred. If the school does not have knowledge that a student is a student with a disability prior to taking disciplinary action, the student may be subject to the disciplinary actions applied to students without disabilities. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary action, the evaluation shall be conducted in an expedited manner.

TYPES OF DISCIPLINE

Available disciplinary consequences include:

- Parent conference;
- Verbal correction;
- Counseling;
- Conference with teacher or administrator;
- Education/training;
- Improvement plan;
- Consequences related to student participation in extracurricular activities, including removal, suspension, or restriction of participation;
- Removal from class to campus office;
- Out-of-School Suspension;
- Expulsion.

One or more of these disciplinary consequences may be issued to a student found to have violated the Code. If the Code does not specify the appropriate disciplinary consequence for a particular type of student conduct, Trivium may issue whatever disciplinary consequence is deemed reasonable and appropriate, with the exception of expulsion. A teacher may have additional rules and consequences for student conduct in the classroom which may result in discipline under this Code or may be enforced in addition to any discipline issued under this Code.

If a student withdraws from Trivium before completing assigned In-School Suspension, Out-of-School Suspension, or Expulsion, Trivium shall send documentation to the next school that enrolls the student. If a student withdraws from the School before the expulsion process is completed, Trivium may choose to complete the expulsion process and send documentation of the expulsion decision to the next school that enrolls the student. The student may not return to enroll in Trivium at a later date as the school's enrollment policy prohibits students with a disciplinary history from enrolling.

The Code shall be applied and enforced consistently and equitably among students, with the understanding that every disciplinary situation will differ and decisions will be made based on the individual facts and circumstances of a given situation.

OUT-OF-SCHOOL SUSPENSION

A student may be suspended for one or more school days for engaging in prohibited conduct under this Code. The student's parent or guardian will be notified by phone and in writing of the student's conduct and the length of the period of suspension. A student may not be suspended for more than three consecutive school days. During a period of suspension, the suspended student may not enter onto school property or participate in or attend school-sponsored or school-related events or activities. The student's teachers will provide assignments that the student will be expected to complete during the period of suspension. Student assignments or other class work completed during a period of suspension will be accepted for grading if completed in a timely fashion.

REASONS FOR EXPULSION

A student **must** be expelled from Trivium if he or she is found to have committed any of the acts listed below.

1. **Weapons.** The student used, exhibited, or possessed any of the following while on school property or while attending a school-sponsored or school-related activity on or off school property:
 - a. A firearm;
 - b. An illegal knife;
 - c. A club; or
 - d. A prohibited weapon.

2. **Violent Conduct.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code, regardless of location:
 - a. Aggravated assault, sexual assault, aggravated sexual assault, arson, murder, capital murder, criminal attempt to commit murder or capital murder, indecency with a child, aggravated kidnapping, aggravated robbery, manslaughter, criminally negligent homicide, or continuous sexual abuse of a child or children;
 - b. Assault against another student, an employee, or a volunteer of the School;
 - c. Deadly conduct;
 - d. A Title V felony under the Penal Code.

3. **Disruptions.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code, regardless of location:
 - a. False alarm or report or terroristic threat involving a public school;
 - b. An offense related to an abusable volatile chemical;
 - c. Breach of computer security if the conduct involves accessing a computer network, or computer system owned by or operated on behalf of a public school and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system;
 - d. Criminal mischief if the conduct is punishable as a felony;
 - e. Public lewdness or indecent exposure.

4. **Drugs and Alcohol.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code:

- a. On school property, at school-sponsored or school-related event, or within 300 feet of school property:
 - i. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of any amount of marijuana, dangerous drug, or alcoholic beverage.
 - b. Regardless of location:
 - i. Sells, gives, delivers to another person or possesses or uses or is under the influence of marijuana or a dangerous drug, as defined by the Health and Safety Code, if the conduct is punishable as a felony.
 - ii. Sells, gives, delivers to another person an alcoholic beverage, as defined by the Alcoholic Beverage Code, commits a serious act or offense while under the influence of alcohol or possesses, uses, or is under the influence of an alcoholic beverage, and the conduct is punishable as a felony.
5. **Other.** The student, while on campus or at a school-sponsored or school-related event, on or off campus:
- a. Engages in conduct that constitutes a felony;
 - b. Commits an assault;
 - c. Commits frequent violations of this Code that cause significant disruption to the School environment or substantial interference with the instructional process.

EXPULSION PROCESS

If the school administrator or administrator's designee determines that the student's conduct warrants expulsion, the administrator shall provide written notice to the parent, guardian, or adult student of the proposed expulsion of the student. The written notice shall also include the reason(s) for the proposed expulsion and the date, time, location and procedure for the expulsion hearing. The student is entitled to a hearing with the campus administrator during which the student and/or the student's representative (*e.g.*, parent, guardian, attorney, other) will have the opportunity to review and present evidence and information. The campus administrator may place reasonable restrictions on the conduct of the hearing, including the length of the presentations. At the end of the hearing, the campus administrator may issue a decision immediately or may wait until a later date to communicate a decision. The administrator shall send written communication of the decision to the parent, guardian or adult student. If the administrator determines that expulsion is appropriate, the written decision ("Expulsion Order") shall include the length of the term of expulsion.

The parent, guardian or adult student may choose to **voluntarily** waive the right to an expulsion hearing by signing a hearing waiver form provided with the notice of proposed expulsion. If the hearing is waived, the administrator will review the relevant evidence and issue a written decision to the parent as described above.

Trivium Academy will notify the independent school district in which the student resides of the student's expulsion within three business days of the Expulsion Order.

TERMS OF EXPULSION

The period of expulsion may be determined by many factors, including the severity of the conduct and the existence of a continuing risk of harm to other students and employees if the student were allowed to return. An expulsion may be temporary or permanent. A temporary expulsion may range in length from 4 school days to one calendar year. A permanent expulsion allows the School to deny future admission to the student based on consideration of the student's past disciplinary history. In each instance, the Expulsion Order must explain the circumstances which justify the length of the expulsion.

A student expelled from Trivium Academy for any length of time is not eligible for readmission to the school at any time.

During a period of expulsion, the student is prohibited from entering onto any school property and attending any school-sponsored or school-related events. Failure to comply with this prohibition will result in the filing of criminal trespass charges against the student. Except as otherwise required by law, students will not receive educational services or receive course credits during a period of expulsion.

DISCIPLINE APPEAL PROCESS

With the exception of expulsions, student discipline decisions at the campus level are final and not appealable. A parent, legal guardian, or adult student may appeal an expulsion decision by filing a written appeal with the Superintendent within 5 business days of the date of the Expulsion Order. The Superintendent or Superintendent's designee will review the record of the expulsion proceedings at the campus level, along with any other relevant information, and will issue a written decision to the appealing party within 10 business days of receiving the request for review.

If the appealing party is not satisfied with the decision of the Superintendent or Superintendent's designee, he or she may appeal that decision to the [School Board](#) by filing a request for review with the Superintendent's office within 5 business days of the date of the decision. The Superintendent shall notify the School Board and arrange for the [board](#) to hear the complaints of the appealing party at the next available board meeting. The Superintendent shall notify the appealing party of the location, date and time of the hearing in front of the school board. The decision of the governing body is final and not appealable. An expulsion action will not be delayed during the appeal process.

TRUANCY

State compulsory attendance law requires that every child at least 6 and younger than 19 years of age attend school. Trivium enforces the compulsory attendance laws by ensuring the regular attendance of currently enrolled students through the application of truancy prevention measures and, if necessary, referral of students to truancy court.

A student's absence is excused if the absence is specifically authorized by School policy or rule, or is otherwise approved by the campus administrator. Any absence that is not excused shall be considered an "unexcused" absence.

The School will provide written notice to parents if their student has incurred three unexcused absences (including partial day absences) in a four-week period, and will begin the implementation of truancy prevention measures, which shall include one of the following:

1. The creation of a behavior improvement plan that includes a specific description of required or prohibited behavior, the period of the plan's effectiveness (not to exceed 45 days), and penalties for additional absences;
2. School-based community service; or
3. Referral to counseling, mentoring, teen court, community-based services, or other services to address the student's truancy.

A student will be considered "truant" if the student fails to attend school, without excuse, on 10 or more days or parts of days within a six-month period in the same school year. A student, who is at least 12 years of age and younger than 19 years of age, may be referred to truancy court by the school within 10 days of the student's 10th unexcused absence. In rare occasions, parents may also be subject to prosecution for criminal negligence if the parent fails to secure the student's attendance.

Before Trivium makes a referral to truancy court, the School's Truancy Prevention Facilitator will create and oversee the implementation of truancy prevention measures for the student. The School will not refer a student to truancy court if the student's truancy is the result of pregnancy, foster care, homelessness, or because the student is the principal income earner for their family and instead may offer additional counseling for the student.

If a student has more than 3 unexcused absences in one semester, the school will issue a warning letter to the student that states enrollment can be revoked after 5 unexcused absences. As an alternative to revoking enrollment, the school may require the student to comply with a behavior improvement plan to address the student's lack of attendance. If the student fails to comply with the behavior improvement plan, Trivium may revoke the student's enrollment.

A student is considered tardy if they are not in their class by 8:00 a.m. The court considers late arrivals as missing part of a day. Only doctor's notes can excuse a tardy.

Official attendance is taken at 10:10 a.m.; therefore, a student who arrives after that time is marked as absent for the day. Students need to bring a note within three school days when they are absent to make the absence “excused.” When a student is absent for five (5) consecutive days, a doctor’s note will be needed. The parent will get periodic phone calls and/or letters when the tardies and/or absences begin to accumulate. All absences and tardies are monitored closely through the year by the classroom teacher, counselor, and office staff. Since the compulsory attendance law is ninety percent compliance of attendance, your child could be in jeopardy of being retained unless he or she attends class regularly and is on time.

3 absences: counselor phone call

6 absences: letter notification

9 absences: meeting with principal

12 + absences: loss of credit or possible retained.

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DEFINITIONS

The following definitions are provided to further detail and define the terms of this Code. Trivium Academy shall have final authority to interpret or amend any terms or provisions within this Code.

Abusable volatile chemicals: Those substances as defined in Texas Health and Safety Code § 485.001.

Alcoholic Beverage: Those substances as defined in Texas Alcoholic Beverage Code § 1.04.

Assault: Intentionally, knowingly, or recklessly causing bodily injury to another.

Bullying: Written or verbal expression or physical conduct that (1) has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or (2) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

Club: An instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.

Controlled substance: Substances as defined in Chapter 481 of the Texas Health & Safety Code or 21 U.S.C. § 801 et seq.

Deadly conduct: Recklessly engaging in conduct that places another in imminent danger of serious bodily injury or knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Electronic media: Refers to all forms, kinds and types of electronic devices, communication systems, networks, software, websites, and any other technology resources including, but not limited to, social media, text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), electronic forums (chat rooms), video-sharing or file sharing Web sites, cellular telephones, portable electronic devices, computers.

False alarm or report: Knowingly initiating, communicating, or circulating a report of a present, past, or future bombing, fire, offense, or other emergency that is known to be false or baseless and that would ordinarily: (1) cause action by an official or volunteer agency organized to deal with emergencies; (2) place a person in fear of imminent serious bodily injury; or (3) prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm (federal): (1) any weapon, including a starter gun that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm weapon; or (4) any destructive device, such as an explosive, incendiary, or poison gas bomb, or grenade.

Firearm (state): Any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use.

Gang: An organization, combination, or association of persons composed wholly or in part of students that: (1) seeks to perpetuate itself by taking in additional members on the basis of the decision of the membership rather than on the free choice of the individual, or (2) that engages in illegal and/or violent activities. In identifying gangs and associated gang attire, signs, or symbols, the School will consult with law enforcement authorities.

Harassment: Threatening to cause harm or bodily injury to another, engaging in sexually intimidating conduct, causing physical damage to the property of another, subjecting another to physical confinement or restraint, maliciously taking any action that substantially harms another's physical or emotional health or safety, alone or in combination with other conduct prohibited by School policy, rules or the Code.

Hazing: Any act, occurring on or off campus, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purposes of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization or group. Consent to or acquiescence in the hazing activity does not excuse the student of responsibility for the misconduct.

Illegal knife: A knife with a blade over 5 ½ inches; hand instrument designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.

Paraphernalia: Any article or device used or intended for use to inject, ingest, inhale, or otherwise introduce marijuana, a controlled substance, or a dangerous drug into the human body, including but not limited to roach clips, rolling papers, needles, baggies with residue, razor blades, bongs and pipes.

Possession: Regardless of the student's knowledge or intent to possess the item, to have in or on: (1) a student's person or in the student's personal property, such as the student's clothing, purse, or backpack; (2) in any vehicle used by the student for transportation to or from school or school-related activities, such as an automobile, truck, motorcycle, or bicycle; or (3) any other school property used by the student, such as a locker or desk.

Prohibited item: Includes but is not limited to (1) alcoholic beverages, marijuana, controlled substances, or dangerous drugs; (2) paraphernalia; (3) prohibited weapons; (4) any other item prohibited by this Code.

Prohibited weapons: Includes the following items: armor-piercing ammunition, chemical dispensing device, explosive weapon, firearm silencer, knuckles, machine gun, short-barrel firearm, switchblade knife, or zip gun, taser gun.

Retaliation: Harming or threatening to harm another: (1) on account of their service as a School employee or volunteer, (2) to prevent or delay another's service to the School, or (3) because the person intends to report a crime or violation of this Code.

Self-defense: When the person who is not the aggressor in an encounter uses the minimum force required to remove himself or herself from immediate danger of harm. Actions that escalate or continue the encounter will not be considered self-defense.

Sexual harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that has the purpose or effect of unreasonably interfering with a student's performance or creates an intimidating, hostile, or offensive educational environment.

Soliciting: Requesting, commanding, or attempting to induce another student to engage in specific conduct that would constitute a violation of the Code, and with the intent that a violation of the Code be committed.

Short-barrel firearm: A rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun if, as altered, it has an overall length of less than 26 inches.

Switchblade knife: Any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or other device located on the handle or opens or releases a blade from the handle or sheath by the force of gravity or centrifugal force.

Terroristic threat: Threats to commit an offense involving violence to any person or property with intent to: (1) cause a reaction by an official or volunteer agency organized to deal with emergencies; (2) place any person in fear of imminent serious bodily injury; (3) prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public place; (4) cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service; (5) place the public or a substantial group of the public in

fear of serious bodily injury; or (6) influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the School).

Title 5 felony offenses: Offenses against the person that, depending on the circumstances, may include the following offenses under the Penal Code: murder; capital murder; transport; assault; aggravated assault; sexual assault; aggravated sexual assault; improper relationship between educator and student; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; improper photography or visual recording; coercing, soliciting, or inducing gang membership; deadly conduct; terroristic threat; aiding a person to commit suicide; harassment by a person in a correctional facility; continuous sexual abuse of a young child or children; and tampering with a consumer product.

Under the influence: When in an employee's professional judgment, the student does not have the normal use of mental or physical faculties likely attributable to the student's use of marijuana, a controlled substance, dangerous drug or alcoholic beverage. Such impairment may be evidenced by the symptoms typically associated with drug or alcohol use or other abnormal or erratic behavior. The student need not be legally intoxicated.

Use: With respect to substances, voluntarily injecting, ingesting, inhaling, or otherwise introducing a prohibited substance into the body. With respect to objects or devices, putting into action or service or carrying out an action or purpose with the object or device.

Zip gun: A device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

**Acknowledgment of Receipt &
Understanding of the Code**

**Trivium Academy
STUDENT CODE OF CONDUCT
2020-2021**

ACKNOWLEDGMENT FORM

Student Name: _____

School/Campus: _____ **Grade Level:** _____

I, as the parent or guardian of _____, have received a copy of or have been given access to the Trivium Academy Student Code of Conduct (the "Code") for the 2020-2021 school year. I have read, understand, and agree that my child shall abide by the Code. I understand that my child will be held accountable for his or her behavior, and he or she is required to comply with the expected standards of conduct set out in this Code and will be subject to disciplinary consequences if he or she fails to do so. I understand that the Code governs my child's behavior while on school property and at school-sponsored or school-related activities whether on or off campus; and that my child may also be subject to discipline for certain conduct which occurs outside of school regardless of time or location, including any school-related misconduct. I understand that the School may contact law enforcement for further investigation or criminal prosecution for certain violations of law.

I also understand that parental involvement and cooperation is vital in the discipline process. By signing below, I acknowledge my understanding and commitment to ensure that my child understands and complies with the Code.

Parent/Guardian Printed Name

Student Printed Name

Parent/Guardian Signature

Student Signature

Date

Date

When you register, you will be asked to accept the current Student Handbook and Code of Conduct which includes acceptance of the Acceptable Use policy.

SECTION 6

Student Performance in Postsecondary Institutions

Texas Education Code §51.403(e) requires postsecondary institutions in Texas to report student performance during the first year of enrollment after high school graduation to the high school from which students graduated. Districts must include this information in the Annual Report.

This section of the Annual Report does not currently apply to Trivium Academy as we have yet to graduate our first class of students. Our first graduation will be held in 2023.